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ABSTRACT

This report summarizes and assesses the history of the Mid-Career Teacher Education Study from the beginnings to plans for the future. The report also includes a detailed evaluation of the Enabling Teacher Education Program, carried out under the MTES. The report is divided into six sections including 1) the history and design of the MTES; 2) the history, evaluation of the prototype, and certification of the ETEP; 3) the theories and principles of the ETEP including a basic problem solving pattern, description of the "student enabling and decentralized" structural model, ETEP theory supported by research and theory from third force psychology, and contemporary college education versus the ETEP college education; 4) the conclusions made by the director; 5) a final assessment of the ETEP by the associate director including an internal and external focus; and 6) a look to the future plans based on past experience. Appendixes include sample log sheets from two ETEP students; sample "final report and goal paper" from ETEP student; sample independent reading, writing, and research ability analysis sheet used by ETEP students in diagnostic teaching; introductory pages from a handbook; a sample of page 1 of the Rokeach Dogmatism Scale which was used in the ETEP selection program; program evaluation questionnaire, and essay evaluations by ETEP students, June 1970. (MJM)

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SOURCEBOOK I

THE PROTOTYPE ENABLING TEACHER EDUCATION PROGRAM: SUMMARY AND ASSESSMENT

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Submitted to: The Teachers Reserve Office
New York State Department of Education
Albany, New York

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Three Syracuse area school districts are cooperating with the Mid-Career Teacher Education Study's Prototype Enabling Teacher Education Program. These are Cazenovia School District, City School District of Syracuse, and the West Genesee School District. Mr. Jack A. Murray, Principal of Seymour School in the City School District of Syracuse, and Mr. James A. Stonger, Principal of Stonehedge School in the West Genesee Central School District, are serving as staff members of the Enabling Teacher Education Program. Mr. Robert C. Shumard, Principal of the Green Street School in the Cazenovia School District, and Mr. Harry McEntee, Principal of Sumner School, and Mr. Emil Cost, Principal of Percy Hughes School, in the City School District of Syracuse, are cooperating administrators with the Enabling Teacher Education Program.

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Mrs. Helen Andrews is the MTES administrative secretary.

This report was prepared with the assistance of Mrs. Janet Jones and edited by Mrs. Janet Dunkelbarger.

INTRODUCTION

This is the first volume of three describing, assessing and commenting on the Enabling Teacher Education Program. It is a summary and evaluation of the Program and the Mid-Career Teacher Education Study. (The Mid-Career Teacher Education Study was organized in spring, 1967 to design and try out the ETEP.) The second volume answers frequently asked questions about the ETEP. The third volume in this series presents a series of biographies from the students in the Program, describing the Program.

The Enabling Teacher Education Program is also described in a thirty minute, black and white movie, An Enabling Education, available from the Syracuse Film Rental Library, Syracuse University, Syracuse, N.Y. 13210.

The ETEP program involved about 30 students who had earned their bachelor's degrees and who wanted to become trained elementary school teachers. They were mothers whose children by-and-large were at least school age. These were people interested in an individualized approach to teacher education, selected because they were serious about teaching well and because they seemed open to new ideas.

Throughout the two and a half year, half-time program each student was encouraged to set her own goals which grew from extensive work with children in the schools, reading, seminars conducted by the Program, and other inputs. The Program also supported students in their work by frequent one-to-one conferences with the Director. These conferences were facilitated by a weekly exchange of each student's log and the Director's memorandum. Two Syracuse area schools were the Program's field centers: Seymour School, an inner-city school in the city of Syracuse; Stonehedge School, a suburban school in Camillus, N.Y., near Syracuse.

Each student's program was unique. It represented her values, her specific goals and her means for reaching those goals. Each student evaluated herself in terms of her own goals which she stated six times during the program. This included a try-out goal paper written a few days after she entered the program, in order to project a baseline or beginning point.

Each student wrote a "Final Report and Goal Paper" at the end of the program, in which she discussed her goals in light of the experiences she had had and evaluated the extent to which she had reached her goals. Finally, she discussed the next steps she planned to take upon leaving the ETEP, which finished in June, 1970.

"The Final Report and Goal Paper" was written after at least one full year of paid teaching during which almost all the students were employed on a half-time basis. Over half were employed as "partnership teachers."*

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* An arrangement whereby two half-time teachers occupy one full-time position.

In this ...Summary and Assessment volume, we sketch the history of the Mid-Career Teacher Education Study from the beginnings to plans for the future. This includes a summary of the Enabling Teacher Education Program, carried out under the MTES. Following this, we look at the theory and principles of the Enabling Teacher Education Program. Finally, ETEP conclusions and assessment are presented--from the Director and Associate Director. The volume ends with a discussion of possibilities for further research and development of the Enabling Teacher Education Program approach.

NOTE: Except for material which has been taken from MTES annual reports, the material in this volume will appear as part of a book the Directors are writing. The book will develop further the concept of an enabling education for college level students.

CHAPTER ONE: THE MID-CAREER TEACHER EDUCATION STUDY--FROM THE BEGINNING

I. Why was it founded?

The Mid-Career Teacher Education Study (MTES) was founded when two sets of needs coincided.

The New York State Department of Education, Teachers Reserve Office, wanted to encourage teacher training programs which would be suited for people with widely varied backgrounds, rather than the typical pre-service programs mainly designed with 19-20 year-olds in mind. One of the populations that the Teachers Reserve wished to encourage to enter teaching was "mid-career" women. A "mid-career" woman was defined as a housewife whose children were at the stage where she did not need to focus her full-time energy on them. Why couldn't this woman serve as a half-time teacher? There was a critical teacher shortage in the State (1966-67). This was an opportunity to design an ideal teacher training program, to bring a new population into teaching and to select carefully so as to bring in the best of that population, thus upgrading New York State elementary teaching in the process.

Robert Newman and Richard Pearson, Associate Professors at Syracuse University, had related needs. They needed to work with a group of teacher education candidates who were serious about teaching children well and who would be open to learning how to do this through a self-directed kind of training program. To do this, Newman and Pearson needed funding to support an exploratory study which would try out their ideas about an enabling teacher education program.

An enabling teacher education program? This is a teacher education program designed to help each trainee take responsibility for his own learning. It offers the support needed for candidates to evaluate themselves--to accept accountability for their own progress according to goals they have worked out through careful study, exploration and well grounded experience. In so doing, each candidate studies the concept of self-directed learning by trying it for himself.

Through the offices of Syracuse University's University College, its Center for the Continuing Education of Women, and the School of Education, the needs of the State Teachers Reserve Office were combined with Newman and Pearson's needs and the Mid-Career Teacher Education Study was launched.

II. Thinking-through and designing the prototype Program

The first eight months of the project included varied opportunities to think-through and design what came to be known as the prototype Enabling Teacher Education Program (ETEP). The first major event was the Institute for Teacher Re-Entry, coordinated by the Center for Continuing Education for Women at University College.[*] This was a course made up of 24 three-hour sessions. It was a refresher course for about 40 certified teachers who had had to drop out of teaching because of family responsibilities but who now wanted to re-enter teaching on the partnership basis,[**] now that their children were older.

The Institute offered a chance for the various people who were to be involved in the MTES to begin to work together. It provided a chance to try out recruitment advertising ideas that later could be applied to recruiting ETEP students. It provided an opportunity to try out consultants who might later be asked to participate in the ETEP.

Following the Institute, there was a period of two months (July and August) when no one was officially on the MTES payroll. During this time the Directors discussed the project and in general allowed a time for "mental soak." Also, this gave the needed time to set arrangements in motion--selecting office quarters, recruiting staff, and other organizational matters.

Then, on September 1, 1967, the MTES office was opened. Salaries began to be paid. The project had emerged with a separate identity.

Through September, October, and most of November the Directors and their three graduate assistants met to talk. These discussions took place two or three full mornings each week with the intervening time set aside for drafting position papers and other background work.

Dr. Pearson often reminded the group of a primary goal--to educate teachers so that they could establish a good "helping relationship" with children.[***] That is, so that they could help children help themselves, much as a good counselor helps his client. Dr. Newman offered ideas about organizing a training program for teachers so that it would be self-paced and so that much of the teachers' work would be done independently, thus eliminating the need for pre-digested inputs through lectures and other large group instruction which would not focus on the particular needs of individuals.[****]

But soon in the talks it became apparent that there was an issue that demanded resolution. Dr. Newman had in mind designing a training program which, in part, would teach all the students to become proficient at individualization of instruction in the schools. Dr. Pearson pointed out the logical inconsistency between this goal for all of the students and Dr. Newman's other goal, shared by Pearson, which was to help each teacher experience a real self-directed learning program. How could the students really be self-directed if a specific fundamental learning goal was set for all by the instructor beforehand--i.e., to become teachers skillful at individualization of instruction and teachers who would emphasize individualized learning in their classrooms?

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[*] Mrs. Mary Iversen, Program Director

[**] Partnership teaching is an arrangement whereby two half-time teachers occupy one full-time position, thus enabling persons with continuing family responsibilities to teach part-time.

[***] Dr. Pearson's field is counseling and guidance.

[****] Dr. Newman's field is elementary education, individualized instruction and teacher education.

Dr. Robert Bickel, who was at that time Assistant Superintendent for Curriculum, Liverpool, N.Y. Schools, made this painfully plain when he insisted over and over again: "If you two believe that teachers should help youngsters to help themselves in learning, you have to do this in your training program! What if a teacher doesn't want to individualize instruction after she has found out what you're talking about?"

Out of this kind of dialogue emerged the ETEP Program. The self-direction vs. the learning to individualize issue was resolved in the following way: The program would basically be a helping program, helping each student to help herself. The principles and processes of individualized learning would be built into the program itself so that each student could learn about individualized, self-directed learning by trying it for herself. Then, too, Dr. Newman would introduce each student to the methods and materials of individualized learning for elementary school children. BUT it was not to be a specific goal of the program that each student individualize learning in her teaching. In fact, unless some chose not to emphasize individualized learning, the program would be suspect. Fortunately most of the basics of learning to individualize learning were also the basics of learning to teach well--such skills as analysis, diagnosis, use of materials of instruction, employing effective methods of classroom management, etc. All of these would be introduced to the students. The students would decide for themselves, selecting what they needed in order to pursue the goals for learning which each would set.

But both Pearson and Newman had a private hunch that if the Enabling Teacher Education Program really was seen by the students as effective, helpful, and satisfying--they would apply the processes and principles where appropriate in their own teaching. They would do this, the Directors hypothesized, so long as they received enough instruction in how to do it, if they chose to do so. This private hunch apparently proved to be correct. (See pp. 75-6.)

III. Program recruiting and selection

Thus by the middle of November, the program's essential guidelines were established. Selection could begin. The Center for the Continuing Education of Women handled much of the media advertising and direct-mail campaigns. Mailing lists were used from the League of Women Voters, Syracuse University Alumni, faculty wives, the local medical and legal associations and local chapters of college alumna groups. The Syracuse classical music FM radio station carried 90 spot announcements. Display ads were placed in local "shoppers" distributed door to door throughout the city and nearby suburbs. A display ad was run continuously in the local Black community newspaper. Notices in PTA mailings, in school neighborhoods where college educated women tended to live, were also used. In addition, newspaper coverage was arranged for a general meeting of explanation, resulting in a quarter-page layout in the women's section of the local newspaper. The program was described on local women's TV programs.

Actually, the advertising had been going ahead all through the time that the Directors were discussing and planning the program. It had to be done that way in order to allow time for media coverage. The basic brochure described the program as "tentative" to allow for changes which resulted from the planning discussions. Actually, the program that did emerge was much more enabling and much less prescribed that the program described tentatively in the brochure. The brochure was mailed to each person who expressed an interest in the program. It directed her to request an application blank and further information. A copy of the brochure appears on the following page.

The final Program plan emphasized much less pre-planned group activity than described on the brochure. The activities were to be more emergent, and were to grow from the needs of Program students.

Just under 100 applications were received. These were first screened to eliminate people who had had a significant amount of prior teacher training, people who did not have a bachelor's degree, people who did not plan to remain in the Syracuse area, etc. The bachelor's degree requirement was a condition set by the State Department of Education.

Then 70 people remained. They were given three tests. Of the three, the test that was finally chosen to be used, mainly, in the selection was the Rokeach Dogmatism Scale.* (See Appendix Five for a sample test form.) The group of 70 was cut to about 50 by dropping out those whose Rokeach scores were classed as high. (High Rokeach scores are said to characterize persons whose value systems tend to be rigid and closed.) Thus the first major discriminating criterion was open-mindedness, as defined by Rokeach. Another way of describing

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* The other two tests were: the Personal Orientation Inventory (POI) and a sentence completion technique developed by D. H. Hunt. Initial experience (with the Institute for Teacher Re-Entry selection) showed that the POI correlated highly with the Rokeach Scale. Therefore it was not necessary to use the POI test results extensively in the ETEP major screening. The Hunt completion test data were used only as a supplementary resource when there was particular doubt about a certain candidate.

SYRACUSE UNIVERSITY
announces.... a special fellowship program

For persons with college degrees who wish to become certified elementary teachers. The program is designed for the woman who seeks to undertake a professional teaching job while continuing to meet family commitments. Trainees will be involved at least half time; hours spent in study sessions or teaching will vary dependent on the phase of training and an individual's schedule. While the program is proposed for the mid-career woman, interested men are invited to apply.

The program provides an innovative combination of study and experience with children, which carries university credit and leads to full certification for elementary teaching. The program prepares "partnership teachers"—a new arrangement whereby two half-time teachers occupy one full-time position, thus enabling persons with continuing family responsibilities to teach part-time.

The Syracuse University Mid-Career Teacher Education Study is developing and testing the program as a prototype on which other teacher education institutions might model subsequent programs. The study is funded by the New York State Teachers Reserve in implementation of its mandate to encourage new talent to enter the teaching profession.

The program is offered by the School of Education with the cooperation of the Center for Continuing Education of Women at University College in the conviction that it will afford talented men and women a realistic means of achieving professional preparation, and a practical format for enabling them to exercise their mature skills in the elementary schools.

THE EMPHASIS: to help children become inquiring learners

The program is designed to interest intelligent persons who have a thoughtful concern for each child's potential. Since the project assumes a high level of ability and commitment in those who are selected, the training program will be geared to educate for high levels of teaching expertise in developing and supporting children's individuality.

For example, teachers will learn to utilize methods, materials and content which are particularly useful in helping children to be more self-directing and inquiring in their learning—more capable of making well-considered, rational decisions. Teachers will be taught how to analyze each child's learning needs specifically so that he might move ahead at a pace and in a manner best suited for his development. To facilitate these goals, the latest curriculum materials for individualizing learning will be available for teachers' use in the partnership teaching.

The Individualized Teacher Training Program

TENTATIVE

During the first semester (starting January, 1968) the trainee will be introduced to what teaching is like in one or two typical elementary classrooms and will be given opportunities to test herself as a teacher of children. Summer will be left free for the trainee to be with her family and to pursue independent reading from selections reviewed during the first semester. Then in the second semester (starting September, 1968) she will be working with a few children in a special class situation designed to help her become more sensitive to individual children at different ages. Here she will learn to use a wide variety of teaching materials designed to facilitate children's independent learning. Starting with the third semester the trainee will be placed with her own class as a paid beginning teacher. She will be teaching on a partnership basis, working with the methods and materials she has learned to use. (During the fourteen months of partnership teaching, each partner will teach one or two full days each week in addition to three or four half-days. This will free each partner for one or two half-days each week for professional study and for analysis of her teaching.)

Paralleling this closely supervised involvement with children, trainees will be engaged in a professional study program which will emphasize tutorial dialogue, sensitivity training, independent study in connection with seminar discussions with experts from various fields; trainees will be a part of other learning activities designed to promote reflective thinking about the problems of educating American youngsters adequately. Each trainee will be taught under the same philosophy that it is hoped she will implement for her pupils—that is, the training program will be individualized to encourage and facilitate her self-directed inquiring learning.

Some Specifics

At the conclusion of the training program it is expected that trainees will earn:

- a permanent elementary school teaching certificate in New York State
- 45 units of credit as a graduate student at Syracuse University
- an optional MA degree in Education from Syracuse University (If an MA is desired, the trainee first gains approval, then passes the necessary examinations, and takes, on her own, one extra course during one of the summers.)
- at least $2,500 from partnership teaching during the training program
- assistance in being placed as a partnership teacher in an elementary school in the Syracuse area.

Cost to the Participant

The New York State Teachers Reserve has financially underwritten the first year of the training program and will fund each succeeding year (contingent on an annual appropriation from the Legislature). There are no tuition costs for the trainee. She must, however, secure her books and pay a $45 curriculum materials fee each semester. A limited amount of financial aid is available for distribution on the basis of individual need.

Admission

Thirty to forty persons will be selected from those applying. Applicants must hold a bachelor's degree from an accredited college or university and be a permanent resident in the Syracuse area. Persons who now hold elementary teaching certificates from any state, or who have taken substantial amounts of education coursework toward certification, or who could easily take full-time employment as a teacher, are not eligible.

this is to say that the ETEP planners were looking for people who were "educable" --that is, open to seriously considering new ideas even if these seemed contrary to ones they had heretofore accepted. No minimum cut-off on the Rokeach was used.

The approximately 50 remaining applicants were then interviewed individually by Dr. Pearson, Dr. Newman, and two clinically trained counselors--MTES graduate assistant staff members who had participated in all of the planning discussions.

In general, applicants were to be picked who would qualify as good counselor candidates. It was decided that if a choice had to be made between a person who appeared to be interpersonally sensitive as opposed to one who seemed to have the attributes of a strong group leader, the decision would lean to the person who was the more interpersonally sensitive. The logic here was that it seemed easier to train a person to handle a group capably than to train a person to be sensitive to the individual feelings and needs of others. As expressed in the first MTES interim report:

> We are looking for a person who seems to possess the predispositions and qualities which will promote growth toward responsible independence in children. These can be summarized under four headings:
>
> (1) Congruence--Is this a person who knows and can communicate her own experience--a person who has access to the total data of her experience, in terms of unobstructed screening process basic to clear perception?
> (2) Empathy--Can this person sense the inner private world of another as if it were her own? Can she operate on another individual's terms?
> (3) Positive Regard--Does this person appear to care for other persons in a non-possessive way, as persons with potential, i.e., can this person see other individuals as being in the process of becoming?
> (4) Unconditionality of this Positive Regard--Does this positive regard have no strings attached to it? That is, for example, is this a person who can allow children to respond in ways other than hers?
>
> In addition, the person we have in mind is a parent herself, is serious about the problem of providing the best possible education for children, and is probably at least a bit dissatisfied with the teaching that goes on in too many elementary school classrooms. She is a person who is a permanent resident in the Syracuse area, a person who likes the idea of teaching on a partnership basis....

Academic aptitude? The planning group reasoned that because all of the candidates had completed an undergraduate degree, they each possessed the minimum academic aptitude for the ETEP.

So, after these interviews, the four interviewers each rated the individuals in their groups according to each interviewer's generalized impressions. From these four hierarchies a group of 32 women were selected. (Men were invited to apply and a few did. None of the men, however, was rated ahead of the 32 women accepted.)

On February 1, 1968, the Program began.

CHAPTER TWO: THE ENABLING TEACHER EDUCATION PROGRAM

I. Overview of what happened: first semester

In this section we shall describe the program as it unfolded. It began in February, 1967, and ended in June, 1970. This represented, officially, five semesters of University work, at nine credits per semester, for the 32 women enrolled. Because there were no courses or grades in the usual sense, the units were merely symbolic--translating the ETEP into Carneigie Units so that the program could fit into the established University system as a half-time student load.

Following this section we shall discuss some of the underlying principles and theory of the ETEP, now for the Program itself:

At the first meeting, the students, Dr. Earle Flatt of the State Department of Education, the Directors, guests and ETEP staff members all were present. After introductory remarks and a chance for socialization, students were asked to return home and write a goals paper. The next meeting of the program would not be for a week.

This left many students asking, "but how can I write my goals, that I hope to realize as a teacher at the end of this program, when I haven't really given the subject serious thought?" They were told that that was precisely what the Director understood. The first goals paper should represent a beginning point--where each student was in terms of her understanding of the problem of teaching and learning and her own strengths, weaknesses and desires as a teacher-to-be. Actually, then, this first paper was a baseline statement where each student would be helped to express where she was in the inquiry scheduled for the next five semesters--two and a half years.

During the next week and the week following that, the Director or the teaching supervisor met with each student after the student had completed the first draft of her "Baseline Goal Paper." The student was encouraged to expand and explain abstract statements such as "I want to be a teacher who can help each child develop his self awareness." What did she mean by "self awareness"? What was the role she saw the school playing? If she really hadn't gone much farther in her thinking than the cliché statement above, then it should stand in her Baseline Goal Paper without explanation as an indicator of the present depth of her thinking.

The Director talked with the students he had not interviewed during the selection process, so that by the end of the first two weeks he had had a chance to confer with each student concerning her thoughts and feelings about herself as a teacher.

Thus began one of the most important strands in the ETEP: The student-Director one-to-one conferences. As the Program progressed, each student would have a conference with the Director about twice each month for the first two semesters. Then the conferences would become less frequent for most students as each became more secure and independent as a teacher in her own right. To complete student-Director communication, each student turned in to the Director a diary-log sheet each week. Each of these was answered by a memo to the student from the Director. Thus conference times were freed for analysis and discussion because the information interchange had been handled mainly in the written communication.

Working with one's professor (the Director) in a non-evaluative fashion is a skill and role that most students (and professors) have to learn. Such a working relationship is seldom, if ever, used in most students' education. In fact, there is a long "student role" tradition of dependent approval-seeking which had to be modified. In the bi-weekly ETEP student-Director conference, the student was not, in the traditional school sense, coming in to face a person who would eventually use the content of this conference to evaluate her. The student and the Director were teaming up to "go with" the student for the student's entire time in the program. This was a helping relationship where the evaluation was shifted primarily from the professor to the student. Students were expected often to write and talk in clichés, to ask naive questions, expected to not know answers, expected to be unclear before they were clear.

So, this first conference with the Director and subsequent ones were times when students had to learn a new role. They had to learn how to use the conference as both a source of support and a resource of professional know-how. They had to learn how to relax and write a log each week that would honestly communicate to the Director and would help them take stock, a log which would help the student hold a dialogue about the meaning and significance of what she was doing day by day. (See Appendix One for student logs written at different points during the Program.)

In this way each student began to exercise and learn self-evaluation skill and how to use the Program's Director as a helper with her own self-directed learning. She knew what the Director's values and biases were. He had made those clear to the whole group. He had also made clear that the Program expected each student to evolve her own educational values and biases that would not necessarily be compatible with the Director's. The Director explained that he was going to demonstrate his educational values in the structure and process of the ETEP itself. Students could accept what they found useful and important in their own development of a teaching-learning philosophy and discard that which did not fit.

Therefore, students began learning to use the first independent learning skill and role that the Program sought to teach: self-evaluation, using the Program's Director as a resource and support.

The next independent learning training for the students was critical reading and dialectical discussion. This was handled more as a review than as the introduction to a new skill. Edwin Moldof, of the Great Books Foundation, was asked to come to Syracuse and condense his "Dynamics of Group Discussion" course for the ETEPers.

Students came for three consecutive days from 9:00 a.m. to 2:30 p.m. They had read selections of substance (The Declaration of Independence, Antigone, et al.) and reacted to Mr. Moldof's discussion openers such as, "What is a 'right' in the Declaration?" Each student had to support her inferences and interpretations of the works read by references to specific passages. Most reported that they soon enjoyed some of the fruits of critical reading and dialectical discussion--they experienced these works as invitations to penetrating and satisfying reflection. As part of this training, students were taught how to lead children's groups similar to the way Mr. Moldof was leading their group. The intensive course culminated with a demonstration lesson in which Mr. Moldof led a dialectic discussion with a group of fifth graders. Following the Moldof series, at least ten ETEP students organized and conducted "Junior Great Books" groups, teaching children the methods of critical reading and logical discussion they practiced in their sessions.

The critical reading and dialectic discussion training was followed by a course in efficient reading. It was conducted by Dr. Frank Greene, supervisor of the University's Reading Clinic. This had a two-fold goal. First the students were instructed in speed reading. The idea was to learn how to size up your reading material, go through it isolating what you do not know and what you need to know, and then go back, if time permits, to read more deeply into certain parts. The assumption made here was that most exposition pieces are at least two-thirds redundant to the average reader at all familiar with the subject. Professional books and articles in education are typically even more redundant.

The second goal of the efficient reading course was to introduce the students to an extensive list of books to be read over as a background to their beginning inquiry into teaching, learning and the schools.

The two goals (efficient reading and introduction of professional books) were combined in the following way: Three copies of 11 selected professional books* were spread out over table tops. Each student selected the book she wanted to take home that night. Her instructions were to "read the book in no longer than one and a half hours," using the efficient reading techniques taught by Dr. Greene. Each time the ETEP group met, each student would exchange her previous book for another she had not read. In this way she practiced efficient reading and introduced herself to the 11 professional books. This was repeated twice more during the Program's first two semesters, bringing to 33 the number of the books each student was asked to read over. The books were then included in the Program library so that students could read the books more deeply at later dates.

In addition to focusing on preparation and practice in self-evaluation, an enabling relationship with one's professor, critical reading, dialectical discussion, efficient reading, and a literature review, each student was asked to read carefully S. I. Hayakawa's Language in Thought and Action. Written work based on this book was assigned. It was discussed at a two-hour seminar, focusing on the problem of perception as a key factor in understanding and communication.

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* Illustrative titles were: Becoming by Allport, Summerhill by Neill, Crisis in Black and White by Silberman, Coming of Age in America by Friedenberg.

And clear perception was indeed a key skill for independent learning that was needed during this first semester. Throughout the semester students were observing in the Program's two cooperating schools: Stonehedge School in the suburbs and Seymour School in the inner city.

Finally, during the first semester the skills of sensitive interpersonal communication were practiced in sensitivity training activities. Students worked in the typical "T-group" as well as with the Human Development Institute programmed learning materials. The groups were led by co-leaders supervised by Dr. Pearson, the Program's Associate Director.

Sensitive, open honest communication was a hallmark of the kind of interpersonal trust needed in this self-directed program. It was essential in the relationships between students and Director as well as important to achieve within the student group. Sensitivity training was one valuable step in this direction.

Another purpose of the sensitivity group training was to promote camaraderie and group cohesion among the ETEP students. It was assumed that a great deal of learning could take place in an individualized program of this type if each student could learn from her fellow students. Also, it was hoped that a real esprit de corps would develop. Along with the obvious value derived from this cohesion and positive group identification, the "group power" which should result would be an important support for individual independence. Students needed to feel that the Director's power over them was checked by the balancing power of their own student group.

Thus, in summary, here are the kinds of independent learning preparation and practice begun in the first semester:

1. self-evaluation
2. an enabling relationship with one's professor
3. critical reading
4. dialectical discussion
5. efficient reading
6. professional literature review
7. the problem of achieving clear perception
8. sensitive interpersonal communication

In addition to preparation and practice in independent learning, students began to try themselves out working with children in the schools. They began tutoring and "try-out teaching" at both Seymour and Stonehedge schools. "Tryout teaching" usually involved taking a class-size group for two or three lessons during a week. The previous week the student usually observed the teacher.

Most of the tutoring and "try-out" teaching was in the instructional reading curriculum area. Therefore, one of the first orders of business in the last half of the first semester was to introduce the students to how to teach reading. Because most of the "try-out" teaching was to be done with basal readers (continuing the lesson sequences of the classroom teacher), students had to be familiarized with standard basal reader method. This was discussed at two seminars and then individual students observed teachers using readers in instruction.

Then too, students needed to be introduced to diagnostic instruction in reading. This was particularly valuable in their tutoring. Students were taught how to analyze a child's reading decoding strengths and weaknesses, how to diagnose what he should do to improve, how to select the materials and implement that diagnosis, and how to monitor the child's progress from that point onward. The two principal tools used were the Newman, Independent Reading, Writing, and Research Ability and Analysis Sheet (See Appendix Three) and the Diagnostic Reading Scales, by George Spache (California Test Bureau).

In addition to these resources, students each purchased a set of eight pamphlets entitled The Language Arts of Individual Inquiry by Robert E. Newman (Science Research Associates, 1966).

The Program supplied each ETEP student with the materials needed for individualized teaching of reading. The materials purchased with a $45 materials fee paid by each student each semester were returned to the students at the end of the Program, each one taking materials she needed so as to have a "kit of tools" to use in her work. Typically, these were materials not available to most teachers during their first year, before they could requisition them at the annual end-of-the-school-year teacher requisition time.

* * * * *

Therefore, the first semester found the students involved in preparing for and practicing the skills of responsible, independent learning. They learned new self-directed learning roles. They became a close-knit group, with a growing bond of trust and openness between Director and students and between students themselves.

At the semester's end, students evaluated the program extremely positively, stressing their feelings of involvement and the relevance of their individual programs. They pointed out that the program was demanding but well worth it.

By the beginning of the second semester four students of the original 32 decided to drop out of the program. This was part of the plan, and was emphasized to all the students in February, when the Program began. The first semester was to be both a beginning and a tryout of the program.

At the beginning of the second semester two new students were added--students who were familiar with what the program involved and wished to become a part of it.

II. Overview of what happened: second and third semesters

By the time the first semester had ended in June, 1968, many plans had been laid to implement students' evolving needs. (During the summer no student was directly involved with the program.) When the second semester opened in September, 1968, the planned activities began.

Two activities emerged as being major group learning sources during the second semester. These were the Seymour Laboratory Class and the Stonehedge Demonstration Class.

The Seymour Lab class resulted from the coinciding needs of many people. First, about 18 ETEP students who had been tutoring and observing at Seymour School wanted a down-to-earth experience teaching groups there. Second, Mr. Murray, Seymour's principal, wanted to fill vacancies with teachers who could meet the individual needs of children both academically and in other areas. He felt that, to do this, teachers would need training other than the training received by most of the teachers he had been hiring. He wanted trainees to be learning at Seymour School, trainees who worked with the parents and in the community, trainees who learned how to individualize learning so that it would work at Seymour. Mr. Murray also wanted individualization skill to spread to other teachers in his school.

At a student-Director conference one day, the idea of the Seymour Lab Class emerged. Subsequently, Mr. Murray and one of his teachers came up to discuss the evolving idea with the assembled ETEPers, on two different occasions. Small groups of ETEPers discussed it and the logs of ETEP students were full of individual students' ideas and suggestions.

In essence, the ETEP was to take responsibility for teaching a class of third graders. The regular third grade teacher would be on call and would take the class about a day and a half each week* when ETEPers had to be at meetings. But the basic responsibility for the children's progress would be in the hands of the ETEPers involved in the lab class.

On the day school opened in September, 1969, 16 ETEPers and the Director were in Room 205 at Seymour School. There was a rug on the floor (picked up at a used rug outlet for $25) and "offices" for children formed by 4 foot high removable partitions. The first days were spent in checking each child's academic status with a diagnostic procedure to which the ETEPers had been introduced but which most had not become very skillful at handling. During that time the ETEPers and the Director, who was working full time in the classroom as head teacher, began to work out a schedule which would fit the needs of the children and the complex schedules of each of the ETEPers.

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* The regular teacher was working as a counselor trainee in the school when she wasn't teaching the lab class.

The 16 ETEPers taught on staggered shifts, each spending a weekly minimum of two days plus incidental time at Seymour and in the Seymour neighborhood each week. Under this plan, ETEPers were divided into four teams of four students each. Each team had the responsibility for teaching about six Room 205 children. Each team had a partitioned "room" in a corner of the classroom for its teaching.

The Director opened the class every day and conducted about a half-hour "Newstime" at about 9:45 a.m. With these consistencies the children saw the Director as head teacher daily at least for the first hour. For the first few weeks the Director was in the classroom almost all of the time. Then he began to be there progressively less.

Room 205 developed into a most rewarding but demanding experience for the ETEPers and Director. Because of novice teachers and the daily change of teachers, the classroom never did "settle down" to a calm, smooth-running atmosphere in the sense of "now you can hear a pin drop" quietness. Part of the problem was that two or three severely acting-out children were assigned to that class in hopes that "all the individualized teaching would be good for them." But after an initial period, a working order was maintained most of the time.

But the undercurrent of confusion was not all bad. Many children seemed to enjoy the variety and teachers learned how to handle problems. Room 205 became an excellent means for teachers to try themselves out handling interruptions, conflict, and the challenges to authority which one sees in inner-city schools. Two of the 16 ETEP teachers soon found that they needed a less "sink or swim" approach--for example, dealing spontaneously and openly with the anger of a child and your own anger as a teacher was something they were not yet prepared to do.

At the noontime luncheon seminars, students and the Director would usually deal with their feelings candidly. On good days there would be plenty of laughter and good stories to share. On bad days (or bad days for a particular teacher) tears might roll. Several times the Director just stretched out on the rug and took a nap. This kind of openness seemed to bring the Director and students together--sharing the mistakes and accomplishments that each (including the Director) made.

The children, as a group, appeared to be enjoying their experience. Absenteeism was rare. Reading scores were going up at a much faster rate than previously had been the case. Arithmetic scores seemed to be moving up at about an average rate, but not fast.

The individualized analysis-diagnosis-prescription-implementation-monitoring approach to reading instruction was bringing benefits to both the children and the teachers in training. After the first six weeks, each child was re-checked on diagnostic materials used during the first few days in September. For those children who were not moving ahead, special case studies were undertaken. Selected case studies were discussed with the Room 205 teachers and occasionally with all ETEPers.

By late November the class routines were established, but still ETEP students agreed that there was usually too much confusion present in the room. Also, most students felt that the intense experiences they were having seemed to be meeting their needs far sooner than anticipated. For example, most students felt that they now understood the individualized analysis...monitoring approach to reading instruction well enough to begin with their own classes, if they chose to do so. They felt that the introduction to classroom management in an inner-city school was well learned by most of them.

Therefore, it was decided that after Christmas vacation half of the children would be assigned to a single classroom taught by a partnership of ETEPers and the other half would go to another classroom taught by another ETEP partnership.* This would be a new experience for the four ETEP teachers who asked for the chance. Now the four were to have their own classes, each for a half day, every day. But those classes would be just about half the size of regular classes. The rest of the Room 205 lab class teachers wanted to pursue other needs that had developed during the three months they were teaching in the class.

But what about the other major ETEP group instructioned activity which was set up to parallel the Seymour Lab Class? This was the Stonehedge Demonstration Class. Here two laboratory school teachers (Miss Eileen Tway of the University of Chicago Laboratory Schools, and Leon Greabell from the Demonstration School at Cortland State College) taught a class of third graders as a demonstration to ETEPers. They taught it along individualized lines. An observation schedule was arranged and the two teachers held twice-monthly seminars, explaining and extending what they were doing.

After Christmas vacation, the demonstration class too, was turned over to ETEPers. One partnership took it. These were people who had stayed with the observation seriously and had been prepared carefully by the two demonstration teachers. This left the two demonstration teachers free to supervise the field work of ETEPers during the last half of the school year. Thus, when they began their supervision, each ETEPer respected her supervisor's ability.

The demonstration class, too, had grown from a small beginning idea that took hold slowly during the Program's first semester. During that time Miss Tway was invited to lecture to an ETEP seminar as a consultant. She explained her ideas about self-direction for elementary schoolers and how she carried these out with her class at the University of Chicago's Laboratory School. In the students' logs, response to Miss Tway was overwhelmingly positive. In student-Director conferences the Director discussed the possibility of bringing Miss Tway to the Program as a demonstration teacher.

In this way plans began to be developed. The principal at Stonehedge supported the idea. Miss Tway decided to come to Syracuse University for work toward her doctorate. Mr. Greabell was recommended for the other partnership position. He thought it would be a broadening experience for him in his progress toward a doctorate in mathematics education. So, it was arranged.

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* Over the Christmas vacation the Director, a do-it-yourself-carpenter, installed a temporary full wall dividing Room 205 into the needed two rooms.

But this was not all, by any means, that took place during the second semester. The foldout on the next page suggests the way that students spent their time in the Program. Item # 9 includes the time spent by students practice teaching in the Seymour Lab class and other practice situations set up by the Program to fit students' particular needs. Item # 25 is a summary of the hours each student estimated that she spent on Program-related activities. It figures out to an average of more than 40 hours per week for students who made most of their own decisions about time involvement in the "half-time" program. Also listed are the various workshops and seminars arranged because the Director felt they were needed or because students' needs and requests dictated that they be held or, as was the case with most of these sessions, because both the students and Director felt the need. Not named here, of course, are students' numerous individual projects and activities. (These are summarized in the total hour figure under item # 25, however.)

As the second semester turned into the third semester students began to crystallize their planning and desires for paid teaching beginning in the fall. About ten students definitely knew that they wanted to return to Seymour in September to take partnership positions that the principal would like to have them fill, providing he would have the necessary number of vacancies. The Stonehedge lab class partnership would continue. At Sumner School, another Syracuse inner-city school, three ETEPers had already been hired, by March, to fill vacancies.

Also, at Sumner another possibility presented itself for a group of five ETEPers who wanted to work with inner-city children but who felt that they needed more experience before taking on the "crowd handling" responsibilities of a full inner-city classroom.

In April, 1969, a group of Sumner primary grade teachers found that an alarming number of first and second graders were not learning to read. About two-thirds of the first graders, for example, could not read more than four of the approximately 20 different words in the lowest passage (1.6 grade level) of the Spache Diagnostic Reading Scale. The principal, teachers and the ETEP Director, who was helping them in his role as consultant, worked out a plan whereby a remedial program would be set up during 1969-70.

For this, five ETEPers were hired on a 2/5's time basis. The Director, in his role as Program supervisor, agreed to supervise the operation. The program was called DAPP (for Diagnostic and Prescriptive Program).

The rest of the placements were made, one by one, until all of the ETEPers were employed in jobs which were in line with their planning--by the time school opened in September, 1969.

Here is the summary of paid teaching placements for the 1969-70 school year:

Seymour School..................................10 half-time partnership teachers

Sumner School................................... 1 full-time teacher
2 half-time partnership teachers
5 half-time DAPP remedial reading teachers
1 half-time specialist teacher Science-math

A DESCRIPTION OF SOME OF THE TYPES AND AMOUNTS OF TIME SPENT
IN STUDENT LEARNING ACTIVITIES DURING THE FALL 1968-69 SEMESTER OF ETEP
(September 1, 1968 to January 31, 1969)

	1. Attended Wilson "Background for teaching of Modern Math" course	2. Attended Croton "Dynamics of Group Instruction" course	3. Attended Tway-Greabell seminars	4. Attended Price "Inquiry Approach in Science" Workshop sessions	5. Attended AAAS Science Teaching organizational meetings	6. Attended Beginning Reading Seminar	7. Taught and participated in Seymour lab class	8. Participated in training Seymour special teachers and/or junior high reading tutors	9. Practice taught ___ class sessions (including Seymour, Sumner, Cazenovia, Stonehedge)	10. Attended Pie-in-Sky seminars	11. Participated in Sensitivity Training	12. Observed ___ school classroom sessions	13. Tutored ___ hours	14. Observed Tway-Greabell lab class ___ hours during semester	15. Taught (during semester) non-school groups of children ___ hours (church, scouts, etc.)	16. Spent ___ hours (during semester) reading books and other materials related to education	17. Spent ___ hours conferring with director during the semester	18. Discussed education-related concerns ___ hours each week	19. Substituted ___ days during semester	20. Attended weekly ETEP meeting-seminar (Tuesday)
student #1	✓		✓	✓					15	✓		20		50		80	15	60	2	✓
" #2	✓		✓			✓	✓		75			16	10	15	6	200	10	12		✓
" #3	✓		✓	✓			✓	✓	64			12		3	300	200	20	5		✓
" #4	✓	✓	✓	✓			✓		50			10		10	6	60	8	34		✓
" #5	✓		✓	✓		✓			20			10	30	60		60	10	3	4	✓
" #6	✓	✓	✓	✓	✓		✓		20				2	22		8	2	1		✓
" #7	✓		✓	✓					11			3		35		300	3	8	16	✓
" #8	✓		✓	✓			✓		27			8		12	8	100	20	5		✓
" #9	✓	✓		✓			✓	✓	18			10				160	5	5	7	✓
" #10	✓	✓	✓	✓	✓	✓	✓	✓	36		✓	15	10	30		200	10	10		✓
" #11	✓	✓	✓	✓	✓	✓			23			30	24	10	5	60	8	3		✓
" #12	✓		✓	✓		✓	✓		40		✓	6		3		66	5	2		✓
" #13	✓	✓	✓		✓	✓	✓		22			10	1	10		50	8	2	5	✓
" #14	✓		✓	✓		✓			30		✓			40		80	10	15		✓
" #15	✓	✓	✓	✓		✓	✓	✓	45			30	4	15	32	300	10	15		✓
" #16	✓		✓	✓					16			5	10	284		63	6	12	4	✓
" #17	✓	✓	✓	✓	✓	✓	✓		28	✓	✓	20	10	12	2	300	15	20		✓
" #18	✓	✓	✓	✓	✓	✓	✓	✓	54	✓		10	10	12	86	225	15	20		✓
" #19	✓		✓	✓		✓	✓		85			20		33		50	6	5	8	✓
" #20	✓		✓	✓	✓	✓			35			20			20	10	3	3	1	✓
" #21	✓		✓	✓					56	✓	✓	9	12	6		100	13	5		✓
" #22	✓		✓	✓	✓	✓			21		✓	27	6		45	176	6-8	8	1/2	✓
" #23	✓	✓	✓	✓	✓	✓	✓	✓	36			10		21	40	60	15	5		✓
" #24	✓	✓	✓	✓		✓			49	✓		20	10	2	5	100	4	10		✓
" #25	✓	✓	✓						2			30		25		85	9	10		✓
" #26	✓	✓	✓	✓		✓	✓		38		✓	25		46		200	20	14		✓
" #27	✓		✓	✓	✓	✓	✓		30			12	2	35		120	5	2	2	✓
" #28	✓	✓		✓		✓	✓		4			15	8			125	12	7		✓

education	17. Spent ___ hours conferring with director during the semester	18. Discussed education-related concerns ___ hours each week	19. Substituted ___ days during semester	20. Attended weekly ETEP meeting-seminar (Tuesday)	21. Spent ___ hours during semester composing and writing logs, goals papers, and other paper work for planning of self-direction	22. Attended ___ conferences with Tway-Greabell, or other part-time staff members	23. Attended a college course: (Name: ___)	24. Attended ___ informal sessions or meetings with other MTPT students (Ex. Sullivan taped lecture, Seymour planning, informal bull sessions, etc.)	25. Spent approx. ___ hours per week on ETEP Program related activities (include time spent at home, driving, and away from home)	26. Attended Audio-Visual Sessions	27. Participated in Great Books discussions and preparation meetings	28. Observed and participated in diagnosis at Reading Clinic	29. Attended AAAS classes at Jamesville-Dewitt Middle School	30. Made home visits	31. Helped other teachers diagnose reading difficulties with Reading Ability Analysis and Speche Test	32. Took children on field trips	33. Attended conferences with school principals	34. Taught Adult Education classes	35. Participated in Headstart Program	36. Participated in Huntington Pre-school planning meetings
	15	60	2	✓	30	20		10	30						15	3				
	10	12		✓	150	10		23	55											
	20	5		✓	25	5		10	50											
	8	34		✓	38	10		40	45					4		6	1	30	25	
	10	3	4	✓	20	25		40	40											
	2	1		✓	12			5	40	3										
	3	8	16	✓	30		✓	9	50							2				
	20	5		✓	40	12		3	30											
	5	5	7	✓	25			30	30											
	10	10		✓	30			20	50	3	6		3			10	3	40		2
	8	3		✓	30	12		18	50	2							1			4
	5	2		✓	30	2		3	30	3				1		3	3			
	8	2	5	✓	66	2		5	32								1		160	2
	10	15		✓	40	10		10	30						2	2				
	10	15		✓	50			30	50											
	6	12	4	✓	92	100		12	60											
	15	20		✓	40			30	60	3	8		8	3		3	2			
	15	20		✓	50	3		30	60	3	8	14	8	1	2	3	2			
	6	5	8	✓	25			15	45											
	3	3	1	✓	10	5			30	1										
	13	5		✓	22		✓	8	30											
	6-8	8	1/2	✓	42	10			43	8-9		3				3	1			
	15	5		✓	40	12	✓	3	35	3	15	12	8	2		8	1	32		
	4	10		✓	20	4	✓	4	50			28								
	9	10		✓	50	7			40	3							2			15
	20	14		✓	50			6	50-60	2						9	1			
	5	2	2	✓	30	2		31	30		6		10	1		8	1			
	12	7		✓	30	5		3	10	3					1		1			15

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Stonehedge School	6 half-time partnership teachers
Green St. School, Cazenovia	2 half-time partnership teachers
Percy Hughes School	1 half-time remedial reading teacher

This "full employment" picture was particularly gratifying because there was no longer a shortage of teacher applicants for openings. The 1966-67 critical shortage of teachers in New York State had turned into a 1969-70 surplus of teachers. Probably the main factor contributing to this surplus was the drastic State budget education cuts. This left most school districts no alternative but to cut staff. Part-time positions were among the first to go. Then, too, displaced teachers were given first chance at any new openings, thus closing the doors to outsiders. ETEPers were not exactly "outsiders" at Seymour and Stonehedge, at least, but when there were no more openings they simply could not be hired. This resulted, for example, in Stonehedge School taking six ETEPers instead of the projected ten.

Easily the main reason that ETEPers were employed was that principals saw in this group a chance to upgrade the curriculum in their schools or to meet a particular educational need. The need most often mentioned was that the ETEPers "knew how to teach reading diagnostically."

III. Overview of what happened: the Program's last year (fourth and fifth semesters)

So, in September, ETEPers began to contribute to the four schools where they were hired. By mid-year it was apparent that the greatest impact on the schools was at Seymour. There, there were 11 ETEPers on the staff--all in the kindergarten through grade four range.* Three of the four kindergarten teachers were ETEPers.

In the first grade, two ETEPers were carrying out a study which promised to be of great significance for the school and perhaps the district. They were replicating deHirsch's Predicting Reading Failure** study. In addition, they were trying to "beat the predictions" of reading failure made for their own 18 children.

They had studied the problem of beginning reading failures, perceptual-motor maturation and other factors apparently related to early failure in learning to read. Then, they went to New York City for training in how to give the battery of ten tests with which de Hirsch *et al* had accurately predicted a group of kindergarteners who were rated reading failures at the end of the second grade. Following this, during the spring of 1969, they tested all of the 140 Seymour kindergarten children. From this testing they found about 50 children predicted to fail at the end of second grade. They took 18 of these children for their first grade class--children the kindergarten teachers reported as not appearing acutely emotionally maladjusted. Then they picked a similar group of about 25 children for their validation-control group which was to progress through the regular Seymour program.

Thus they were, first, validating the deHirsch study for the Seymour population. If the validation-control group showed a failure pattern at the end of grade two, the deHirsch testing procedure would be worth considering seriously for a regular part of the Seymour (and Syracuse?) kindergarten procedure. If the validation-control group showed a failure pattern but the ETEP-taught group did not at the end of grade two, then the methods of the ETEPers should be studied and built into the regular first grade program, at least for those children who were picked by the deHirsch tests. If both the ETEP group and the control-validation group should show a failure pattern, further intensive study would be warrented--study to develop another plan for "beating the prediction." If the control validation group did not show a failure profile at the end of grade two, then the study would suggest that the deHirsch testing procedure does not have a place at Seymour.

Therefore, the real impact of the first grade ETEP partnership will be at the end of the 1970-71 school year when the reading records of their children and the records made by the validation-control group children will be studied.

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[*] The year began with 10 ETEPers. One ETEPer returned to the Program at mid-year after having a baby. She filled a kindergarten opening replacing a kindergarten teacher who left Seymour's staff.

[**] deHirsch, Katrina *et al* (New York: Harpers, 1966).

The potential for changing the kindergarten and first grade programs toward a diagnostically-based program, which recognizes perceptual-motor maturity as a prime factor in learning to read, is now built into those two grades if the ETEPers' study suggests this.

In Seymour's second grade there were no ETEP-taught classes. Half of the four third grade classes were taught by ETEPers. The reading results achieved by ETEPers with their diagnostic methods were impressive. Inquiries and interest by one of the other third grade teachers who is returning in 1970-71 suggest that the diagnostic approach to individualizing reading is spreading at that grade level.

There were three fourth grade classes at Seymour. One was taught by an ETEP partnership. This partnership also worked the previous year at Seymour--first with a team in the lab class and then, during the last half of the 1968-69 year, with full responsibility for half of the lab class. Their diagnostic approach to the teaching of reading was picked up by one of the other fourth grade teachers who plans to use the ETEPers' approach during the 1970-71 year. The third fourth grade teacher also intends to use this approach.

So we find that the principal's original need is being met, up to this point. His school's reading and related curricula are moving toward a diagnostically based teaching methodology. Eight of the eleven ETEPers are returning to Seymour for the 1970-71 school year. with three of them teaching full instead of part time. Therefore the ETEP influence toward a more individualized diagnostically-based curriculum is likely to grow beyond the excellent start in 1969-70.

At the other inner-city school, Sumner, the principal also wanted the individualized approach that so many of the ETEP teachers wanted to carry out. The five DAPP remedial reading specialist teachers were the mainstay of this program. Their results with this group of 90 children were encouraging. According to the Spache Diagnostic Reading Scale gain scores, the median child made at least four times the growth he made last year. He advanced 1.1 years on the Spache Scales. Six children were identified as needing intensive clinical work with specialists in pediatrics, vision, hearing, and psychiatry. These children did not progress noticeably during the year. Thirty-two children moved ahead more than 1.5 years in reading. Of that group 17 children moved ahead two years or more, ten children moved ahead 2.5 years or more, twenty-three children moved ahead to a "fledgling" category. That is, these children "surfaced" in that they could read the 1.6 Spache passage adequately, could read about half of the basic reading words, could read all of the consonant sounds, etc. This group was now on its way but needed continued developmental work in basic sight words and phonics, and practice in using these elements in reading. Those children were now experiencing success, could be counted on to grow if continued attention were given to development of basic skills.

Three of the other four ETEPers at Sumner taught self-contained classrooms. The partnership worked out well, according to the principal. The third classroom teacher had difficulty with classroom management and, therefore, left at mid-year to study this problem further with a small group of children she taught on a non-paid basis at another school.

The fourth, and last Sumner ETEPer set up a mathematics-science resource room, teaching children and teachers about the Madison Project* and the Elementary School Science Study materials for science and mathematics. She reported that she did make significant headway as evidenced by the number of teachers who began to use these materials in the school but the going was slow. This classroom will be continued during 1970-71, so that is some indication of the success of her project.

But, because of a year of turmoil at Sumner, it is difficult to determine the impact of the ETEPers who worked there. At year's end the principal resigned in circumstances of disappointment and depressed feelings. During the year the staff polarized over such issues as a policy governing swearing in the classrooms. Evening meetings with parents resulted in angry outbursts which apparently both intimidated and angered most professionals in the school. At these meetings and within the faculty the black-white issue seemed to underlie most of the conflict. What began two years earlier as an *avant garde* attempt at integrated education, in which "liberal" whites and upwardly mobile blacks secured a grant to support an ideal schooling, reached a discouraging low point by June, 1970.

Obviously, this was the real world if one were to judge by similar occurrences in other places--where initial poorly planned idealism turned sour. This was excellent further training for the ETEPers who experienced the conflict and saw how the results affected the children: tense teachers leaving the building right after the children left in the afternoons; the principal so preoccupied with conflict that he simply couldn't take enough time with curriculum reform; etc. It was excellent but disturbing training.

In all this, at Sumner, it was interesting to note that the five DAPP teachers stayed out of the conflict and at year's end apparently were well respected. To the Director's knowledge there was no serious criticism of their work. They didn't end up taking one side or another in the intra-faculty conflict.

As this report is being written it is still uncertain who will be hired to do what at Sumner for 1970-71. The record of the DAPP teachers argues for their re-hiring but the advent of the new principal and the general crisis at the school makes all uncertain at this time. The saddest thing, of course, is that through all this the children attended each day amidst a great deal of new equipment and staff paid for by the sizable grant the school received. Aside from the DAPP program handled by the ETEP group, it is questionable how much good to the children has come from all of this additional activity and resources.

At Stonehedge? As we mentioned above, only six ETEPers were hired at Stonehedge because of the district's forced cutbacks in staffing during 1969-70. The six taught three partnerships in three self-contained rooms, one second grade, and two third grades.** At the end of the year only two ETEPers decided to return to Stonehedge for 1970-71. This did not represent dissatisfaction with Stonehedge. Of the four who left, one had twins and needed to stay home to care for them. Another decided to work full time for a school district nearer her home. The third secured a full-time job nearer her suburban home (on the opposite side of Syracuse from Stonehedge) and, the fourth felt that she would not return to teaching at the present. She was not comfortable with her ability to handle the crowd management aspect of teaching.

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*Madison project materials are useful for teachers who want to establish a "mathematics laboratory" for children to learn math by problem-solving with "concrete" materials.

**At mid-year one partner was replaced by a non-ETEPer because the ETEP student had to leave to have her baby.

Of the remaining three ETEPers, two taught in a partnership at Cazenovia.* They pleased the principal and themselves. Finally, one ETEP student worked as a remedial reading teacher in another Syracuse city school. She was picked as one of the City School District's "master teachers" during the year and sent to Rochester, N.Y. to lecture on her methods in the diagnostic teaching of reading. These three teachers are all planning to return to their posts in the fall.

At year-end six of the ETEPers decided to teach full time during the next year. Several others will probably teach full time the following year. They felt that they attended the same number of meetings, had the same travel time, etc. as full-time teachers. By adding three more hours of teaching they could be paid twice the salary. Others who "went full-time" reasoned that they would prefer to have their own class rather than share with a partner.

How many ETEPers want to continue teaching? As of August, 1970, all but five want to continue. Three were not comfortable with the classroom control problems they encountered (two of those three taught in inner-city schools). The other two have decided to stay at home for at least next year to take care of their children. (One has new-born twins; the other a five-year old.) Two more ETEPers are moving out of town.

Four of the five Sumner DAPP teachers want to continue at Sumner and probably will be re-hired there. Fifteen ETEPers already have been hired for 1970-71. Two are still looking for positions nearer their outlying suburban homes. One student hopes for a position to continue her Madison Project work.

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* A rural-suburban town 20 miles from Syracuse.

IV. Evaluation of the Prototype ETEP by Students

ETEP students anonymously evaluated their Program at three points during its life:

- At the end of the first semester, June 1968
  - essay evaluations by each student
  - rating of specific features of first semester program
- At the end of the third semester, June 1969
  - questionnaire evaluation given to ETEP students and comparison group students
- At the end of the fifth (and last) semester, June 1970
  - essay evaluations by each student

In this section, we shall discuss each of these evaluations, in sequence, then discuss apparent trends.

At the end of the first semester, June 1968, students were asked anonymously to rate the usefulness to them of 15 program components in which almost all of the ETEPers participated during the semester. Students rated each component on a five point continuum from #1 (extremely unuseful) to #5 (extremely useful). Here are the data:

Frequency of Ratings on the Dimension of Usefulness for
15 Training Components

	1	2	3	4	5	NA*
1. Studying individualized reading curriculum in a primary inner-city classroom		1	6	4	9	
2. 33 Books		1	3	9	17	
3. Junior Great Books (Dynamics of Group Discussion)		2	2	6	18	2
4. Leading Junior Great Books discussion groups				2	12	16
5. Guest Speakers				10	20	
6. T-groups	1	2	3	5	4	15
7. HDI groups (Relationship Improvement Program)		1	5	5	4	15
8. Seymour School Tutoring			2	2	11	15
9. Seymour School Seminar			1	6	14	9
10. Try-out Teaching					14	16
11. Stonehedge School Tutoring			1		4	24
12. One-to-One Conferences with Director				11	19	0
13. Training in reading analysis and diagnosis		1	3	5	22	
14. Language Arts of Individual Inquiry Series				6	24	
15. Supervision of teaching	1	1	4	7	13	3

*Legend

Score 1 = extremely unuseful
Score 5 = extremely useful
NA = not applicable

These figures show all components rating positively with the students, with the sensitivity training components (# 6, 7) tending to be rated less positively than the others. All students were asked to participate in the sensitivity training. Also all students were encouraged to study the individualized curriculum in a primary inner-city classroom, attend guest speaker seminars, read over the 33 books, have one-to-one conferences with the Director, and participate in reading diagnosis training. The other components were carried out with students who desired to participate.

Also at the end of the first semester, each student was asked to respond to this question, anonymously: "Suppose a friend who was interested in a repeat of the ETEP asked you to evaluate the Program for her. What would you tell her?"

The responses indicated that the students were unanimous in their favorableness concerning the ETEP and the student essays were marked by their enthusiasm. There were several themes that seemed recurrent:

1. a sense of intellectual stimulation
2. a feeling of personal growth and development
3. a liking for the program's individualized, flexible nature which demands each participant accept much responsibility for her own education
4. the helpfulness and quality of the staff
5. the stimulation of interacting with other participants
6. the usefulness of extensive opportunities for real, in-school experience

The only comments which would suggest some less positive reactions typically dealt with the question of the program's demands upon the participants' time. Some found the program demanding more of their time than suggested by the term "half-time program." However, even these comments seemed to suggest that such demands were the natural outgrowth of a stimulating, real educational experience. Generally the tone of these comments was "There is so much to do and so much I want to do," rather than, "I'm overworked."

(All of the replies to the question "Suppose a friend.....?" constitute Appendix 12 in the first MTES Annual Report, June 26, 1968). Here are two sample replies:

Reply Number 18:

Do it.

I would tell her to consider if she seriously wants to teach children or if she just wants something to do. If it is the latter, forget this program. Since the program is more self-directed than any I have seen, she has to do a lot of work by herself. This one fact can be very disconcerting. The absence of external pressure is marvelous, but the internal pressure is greater than in the standard type of program. One wants to do well just for the pleasure of doing something well.

Reply Number 20:

My first remark to all who have asked me, "How do you like it?" is "It's terrific!" This is trite but never seems to fail to get out his or her next remark, "Really? What's it like?" Then I'm off--I always have to start with "It's not like the regular programs now offered for teacher certification." This one statement is enough to create a genuine interest on the part of the listener--I tell her that we do not attend regular courses as such, but attend class twice a week* to cover information our professor feels essential to our competence as teachers--That we have covered many areas at a highly concentrated pace--mentioning the Junior Great Books course, speed reading, language arts--and that we are to receive more such things as needed, such as guidance from the math department and seminars in science and history--We have individual conferences from our advisor constantly to help clarify our aims and weaknesses. We are doing try-out teaching from the beginning with three different schools, with help from staff--The whole philosophy of the program is teaching the individual child and we would like to take emphasis off "memorization of facts"--I also mention the partnership idea. At this point the gal is asking "Are there any openings?" and I say "No...."

At the end of the third semester, June 1969, students were again asked to anonymously evaluate the Program, this time by completing a questionnaire. The Program Evaluation Questionnaire was designed to provide information concerning ETEPers perceptions and evaluations of their experience during the previous year and one-half (1968-69). The questionnaire, with a summary of the students' responses is included as Appendix Six.

The questionnaire, viewed as a whole appears to support the following conclusions:

1. Students felt very strongly that success in the Program depended upon students' development of their own goals and not upon one's skill in "playing academic games."
2. The Program was rated as extremely flexible--individuals are able to modify their own program of study to meet their individual needs.
3. Students evidenced a high amount of personal involvement and investment in the program.
4. The relationships between the staff members of the Program and individual students, and between members of the Program student body were characterized as highly personally meaningful to each student.
5. The items on the questionnaire that dealt with overall evaluation of the Program showed scores that placed an overall evaluation of 4.59 out of a possible 5 points (on the scale from "Strongly Disagree" to "Strongly Agree"). Thus the students responded positively, in the extreme, to questions asking them to evaluate the Program in general terms.

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* Editor's note: During the first semester students met twice each week in seminars. As the Program continued these seminars became increasingly infrequent.

6. In evaluating the courses taken in the Program (presumably the students were considering the math course and a children's literature course, plus other courses taken by individual students) students were less in agreement as to the relevancy of the courses. The response to Item 21, "There was little irrelevancy in my courses," and to other items which could be interpreted to refer to the formal courses and seminars, suggested that students found irrelevancy but that in general they found the courses pertinent to their needs.

Shortly after this questionnaire was administered to the ETEP students it was also administered anonymously to a comparison group taken from Syracuse University's regular MA elementary teacher training program. The results of this comparison are presented and discussed in Chapter Five (p. 71). In summary, the students attending the regular program rated their program far less positively than did the ETEP students.

At the end of the fifth (and last) semester ETEP students were again asked to respond anonymously to the same essay question that they responded to at the end of the first semester (Suppose a friend who was interested in participating in a repeat of the ETEP asked you to evaluate....?) The ETEP students again expressed enthusiasm about the Program. All of these 1970 essay responses are presented as Appendix Seven.

A closer analysis showed the following themes in this set of evaluations. Each essay question response below illustrates one of the themes that most frequently appeared in these responses. They are arranged according to frequency of response, in descending order. Each quotation is printed in CAPITALS for ease in picking it from its context.

THEME ONE: The need for personal commitment and involvement.

> IF YOU ARE NOT AFRAID OF CHANGING AND GROWING DO IT. IT IS HARD WORK, TIME CONSUMING, AND FRUSTRATING, BUT REWARDING. It had made me more aware of other people, both young and old. It had started me asking questions and trying to find answers. It had made me listen to what others are saying. Don't consider doing it if you aren't willing to get committed.

THEME TWO: The responsibility which each participant must bear for planning, implementing and evaluating her own education.

> I WOULD ASK HER TO QUESTION HER OWN ABILITY TO TAKE RESPONSIBILITY FOR HER OWN EDUCATION, TO PROBE HER OWN ATTITUDES TOWARD WHAT AN EDUCATION SHOULD BE. I THINK IT'S MORE DIFFICULT THAN ONE WOULD SUPPOSE TO THROW OFF THE TRACES OF YEARS OF LOCK-STEP EDUCATION. IF, HOWEVER, ONE CAN DO THIS SUCCESSFULLY, ETEP IS REALLY A WORTHWHILE PROGRAM.
> The thing I liked best about the program was that you could analyze and act on your own needs, rather than being at the mercy of arbitrary rules that may or may not have any relevance to your educational requirements.
>
> I'm only sorry there won't be another year for me!

THEME THREE: The program's adaptability to personal strengths, styles, interests and needs.

By all means, investigate the program--if it follows the same directions as the previous program--join it! There are so many choices one can make. You can evaluate yourself as far as the directions in education in which you are interested (with the help of the director in one-to-one conference) and guide yourself accordingly. IT'S EXCITING TO WANT TO TRY SOMETHING AND HAVE ONE SAY FINE, GO AHEAD--YOU HAVE MY SUPPORT! IT'S EXCITING TO SET YOUR GOALS--FOLLOW THEM THROUGH BUT ALSO SO STIMULATING TO SEE SO MANY OTHER PEOPLE IN THE PROGRAM DO THE SAME. I wish we (the group I started with) could have somehow met more often and even learned more from each other's experiences though it appeared we did as often as possible.

Probably the most concrete thing, as course work goes, is the approach to the teaching of reading. Always I have wanted to see children work at the level where they were and move in their own direction. . . . Well in this program one really learns to diagnose where a child is and works from there. The same way as we as teacher trainees found out where our weaknesses and strengths were and grew from there! There is no dull course work though a few of the meetings were not great. The last year they could have been better planned but we still got so much from each other's involvement it was worth coming. I know I've grown a lot--best though, I feel I want to grow much more. Somehow this program made us feel the real value of continuing education--I think we will be more able to convey this to children.

THEME FOUR: The program was a source of personal growth for the participants (self-knowledge, sensitivity, inter-personal relations).

First of all don't consider it unless you want to become completely absorbed by it. It is not something to do "on the side." If you are keenly interested in teaching children instead of subject matter and discovering for yourself how you can do this on your own, its for you. You will receive lots of inspiration, lots of help where you ask for it, constant personal attention--and in return give much of your time, all of your energy, and at least 3/4 of all your thoughts. I FOUND IT TO BE PROBABLY THE MOST MEANINGFUL 2 1/2 YEARS OF MY LIFE. IT HAD NOT ONLY A TREMENDOUS IMPACT ON THE WAY I TEACH BUT ON MY WHOLE PHILOSOPHY AND ON THAT OF MY FAMILY--IT HAS SIGNIFICANTLY CHANGED ME AND DONE A GREAT DEAL TOWARD CHANGING THE MEMBERS OF MY FAMILY--not just through their contact with me but their contact with my teachers. I would add quickly also that we all feel the change is for the better, though there have been many times when it was definitely a strain on family life.

THEME FIVE: The program helped the participants become effective teachers who could not only help individual students but make important contributions to American education.

The program was really a "happening!" It was designed to help me choose the methods, materials, and experience which would enable me to become the kind of teacher I felt I would like to be. The professor was a warm, supportive-type person who could really help you ask the right questions and then select the best way to arrive at some answers.

IF YOU VALUE GIVING CHILDREN SOME INDEPENDENCE AND INSIGHT INTO THEIR OWN EDUCATION, THEN YOU WILL FEEL RECEPTIVE TO THIS KIND OF PROGRAM.

MY CLASSMATES ALL FEEL THAT CHILDREN ARE REALLY SPECIAL AND SHOULD ALL BE TREATED AS INDIVIDUALS. THIS GOES FOR THE TYPE OF EDUCATION THEY NEED, TOO, TO BEST HELP THEM LEARN.

It wasn't all peaches and cream. There were hard decisions to be made and some really introspective realities to be faced. The type of freedom we experienced made us uncomfortable to accept, at times, but believe me--"it's the only way to fly!"

THEME SIX: Participants felt their own worth and importance was confirmed. They were trusted.

That she must be prepared for a total commitment--in time, energy and direction--that would probably be unlike any previous experience she'd had--and that if she had any ultra-strong feelings about maternal responsibility, housekeeping standards, community involvements, personal indulgence, etc. she had better think twice--guilt feelings are hard to live with. On the other hand, if she were willing to accept the challenge of this commitment she would be stimulated, excited, discouraged, encouraged, amused and bemused--in ways that would change her life and lend to personal growth in many directions . . . and in the long run enhance her role in the above mentioned categories.

CONTINUED SELF-EVALUATION AND SELF-DIRECTION OF ONE'S GOALS SHOULD BE THE OPTION OF EVERY MATURE ADULT. AND YET, HOW SELDOM DO WOMEN HAVE THE OPPORTUNITY TO EXERCISE THAT OPTION--AND HOW ILL PREPARED ARE MOST PEOPLE TO DO IT! Participating in a program designed to train children to become this kind of adult was a rare opportunity. I'd jump at the chance to go through it again, and recommend it for any friend who could face herself (or himself) and accept the challenge.

THEME SEVEN: Contacts with staff, especially the director, were warm and personal.

Instead of a friend asking me about the ETEP I think I will make it a teacher who is teaching at present and who was trained in the traditional manner. She knows what the usual courses offer and is interested in something for her daughter.

First of all I would have to ask her something about her daughter--is her daughter serious about teaching? If not, this course is not for her. Is her daughter willing to give most of her time to the program and its ramifications?

In other words the only students who can survive this program are those who are willing and able to give it total commitment. If you were not either totally commited when you came into the program you either got out or became so.

The standard "subject matter" courses you are able to cover on your own. No wasted time here. You build on what you have and go on from there. The program was set up so that you not only achieve your goals but help is given in helping you form your goals.

The program offers a totally different concept in education--in other words--what do you need and want in order to be the best teacher you can be? And this program will enable you to become this person.

ONE OTHER THING--THE DIRECTOR SET UP THE PROGRAM IN SUCH A MANNER THAT THERE IS A CONSTANT FLOW OF FEEDBACK. HE ALSO INDICATES HE HAS COMPLETE FAITH IN YOU AND CONSEQUENTLY YOU REACT IN A POSITIVE MANNER. IN FACT, YOU GROW MORE THAN YOU EVEN ANTICIPATED.

I haven't really begun to say what I would like--but I go back to my initial statement--this program becomes total commitment. Can you expect more from a teacher training program?

THEME EIGHT: The extensive provision for practical experience with children was valuable.

I would tell her it was a most meaningful and relevant program. I WOULD POINT OUT THE PARTICULAR ADVANTAGE OF BEING ABLE TO WORK WITH CHILDREN SO SOON AFTER THE INCEPTION OF THE PROGRAM PRETTY MUCH ON THE BASIS OF YOUR OWN STRENGTHS. THE YEAR OF ACTUAL TEACHING EXPERIENCE IN YOUR OWN CLASSROOM SEEMS THE MOST SENSIBLE WAY (AND MOST NATURAL ATMOSPHERE) IN WHICH TO FIND WHETHER OR NOT YOU LIKE WORKING WITH CHILDREN. IT'S ALSO THE BEST WAY TO EVALUATE YOURSELF, AND HAVE THE EVALUATION OF OTHERS, ON WHETHER OR NOT YOU CAN BE AN EFFECTIVE TEACHER.

There were a few seminars that I felt had little value, but for the most part, there was always something, and usually a great deal to be gained from them.

For a "mid-career" person the program made a lot more sense than the usual teacher preparation program. All the actual experience with children, with the personnel of the program, and the resources of the program and the university, always present whenever it was needed, seems a far-superior way of preparing to become a classroom teacher.

THEME NINE: The ETEP was a cohesive group, had espirit de corps.

> It was the most worthwhile 2 1/2 years of all the education I've ever had. It is very rare to find an advisor and instructors really listening to what you are seeking. You were guided to find an answer if you didn't know how to look but not just given the answer--you had the opportunity of hearing people outstanding in their field. Other instructors that you met were excited about you as individuals because you had begun to learn how to ask the "right" questions. If something interested you and you could justify its importance to the group then something was done about it--an example being Dr. McKnight or being able to pursue more information about "Predicting Reading Failures." Your needs were the important thing and because you were not all shuttled into a class and made to listen to what someone else wanted to hear. Yet the total background of what an elementary teacher needed to be aware of was prescribed to us. Math, Science, Language Arts, etc. were well presented so that if you still did not feel your background was well informed enough you knew the places to go to get help. IT WAS EXCITING TO HEAR AN INSTRUCTOR SAY IN A TEST AND MEASUREMENT CLASS IN A MATH CLASS THAT IT WAS A PLEASURE TO HAVE MEMBERS OF OUR GROUP IN THEIR CLASS BECAUSE THEIR CLASS REALLY TOOK ON A NEW-SPARK. THE PEOPLE IN THIS GROUP WERE VITALLY INTERESTED IN LEARNING ALL THEY COULD BECAUSE THEY WERE INTERESTED IN MAKING THEIR CLASSROOMS A WONDERFUL LEARNING CENTER FOR CHILDREN. We were taught by being in a classroom with children and listening to what the children were saying--not just sitting in a classroom and talking about it. It was great to know during our student teaching that there was someone who could hear our cries for help if we felt we were floundering--I think the impact that most of the people from this program will make on the classrooms they will be in will certainly make a change in many school philosophies and that is because of the kind of program that we experienced. Let's have more of this thing--the college students are asking for it.

In this area of negative reactions, perhaps the most important observation is that such reactions are nearly absent. However, two trends can be observed:

1. The program was very time consuming (Note: this is the other side of THEME ONE, above).
2. The adaptability and "lack of absolutes" in the program caused some participants at times to feel frustrated and uncertain about their progress (Note: this is the other side of THEME TWO, above).

* * * * *

In all of the student evaluations, one can discern a trend. This trend begins with first semester evaluations full of enthusiasm for the new opportunities that were being opened for students to explore. Students often talk about stimulation and the satisfaction they are receiving from the introduction to self-directed learning and to teaching-learning that they are receiving.

At the end of the third (of five) semesters students again show enthusiastic approval for the Program. They underscore the importance and relevance of individual goal setting. They seem convinced that the Program is not operating on the usual rule of "find out specifically what your professor wants next and give it to him."

At the end of the Program we find a group whose enthusiasm seems more seasoned but nevertheless still maintaining its extremely positive quality. Now we are hearing from students who know and appreciate self-directed learning. Students express the feeling that the Program has been a self-filling experience but no lark. (All but eight students had been teaching all year in inner-city schools. For them, particularly, the year was demanding not only because they were challenging themselves with their own ambitious goals, but because of the struggle of working amid inner-city educational and social need.)

Despite the hard work and frustrations students seem convinced that this approach to teacher education works, has met their needs, is exciting, and has brought out the best in them and their student group.

V. Certification of ETEP students

The ETEP basis for State Certification can be viewed in quite orthodox terms. The typical way that teachers are certified is for the State to mandate broad general guidelines as to the areas pertinent to teacher education that should be included in the student's program. Then the final judgment as to training program form and substance is typically left up to the individual teacher education facility. For example, in the State of New York the State requires that the student have at least nine college units in methods of teaching the basic subjects, along with twelve other education course electives. Then the student needs to study the foundations of education: psychology (six units) and history/philosophy (three units). In addition, he needs to have a minimum of about three months of full-time supervised teaching experience. Then the regulations require the student to have a background in liberal arts.

These requirements are easily broad enough to encompass a program such as the ETEP. Students and director, as they proceed through the ETEP, working together, will, of course, have to deal with the substance of methods. They will of necessity have to deal with questions of psychology: What are the best ways of reaching children? Why do certain children seem to read as they do? What is the role of self-concept in one's learning? Questions of priority quickly bring students and director to deal with the social foundations of education: What knowledge is of most worth, and to whom? What are the skills and attitudes most needed by the children now in our schools? What knowledge and skill best equips the child for effective United States citizenship? What does the home supply? What should the school do to augment and extend the influence of the home? Should the school try to counter home influences some children have? Dare the school attempt to change the social order? What is the legal position of the schools in our society?

And, finally, each student is acutely aware of the need for practical supervised experience with children. Students come into the teacher education program wondering how well they will be able to handle the crowded classroom. They are concerned with reaching those few bored or remedial students that one so often sees sitting and dreaming, or aimlessly filling in the blanks on duplicated worksheets. They want to know how to schedule and organize their days. They want to know how to group the children in the classroom, how to arrange the seating, how to set up smoothly running routines.

In the ETEP there are two factors which make adherence to these broadly held State guidelines easy to accomplish. The first is that there is adequate time for pursuing these needs of teachers as they appear relevant to the group and to individuals. The Program extends for 2 1/2 years. Both in individual conferences and in group presentations, the ETEP students dealt substantially with concerns in all of the broad areas mandated by the State.

Then, if the Director felt that not enough attention was being devoted to a certain aspect of essential teacher education, he simply could devote seminar sessions to these topics. For example, in the prototype ETEP, the Director felt that the students needed a great deal of preparation in the diagnostic approach to teaching children to read, write and spell. At the beginning of the Program, most of the students did not have a felt need for this sort of training. They did not see instances of teachers using a diagnostic approach in the schools. They didn't know what it was. But the director organized a training program and taught people the basics because he felt that this was of the utmost importance. Numerous other examples of how the Director exercised his prerogatives are included in the first semester's report of the program. For example, the Director selected the 33 books which the students read over during that first semester. The Director selected the skill areas that comprised the first semester's training program for all the students.

Then, too, it was the Director's responsibility to bring together similar student needs and organize group training programs around them. One such example was the need expressed by so many students that they learn how to teach "modern math." This resulted in a basic course for all and many ancillary activities for individuals.

All of this training is summarized and explained in each student's"Final Report and Goal Paper"--the student's record submitted by the training institution to the State as evidence that the student has pursued a sound teacher education program in line with the orientation mandated by the State. This allows for deviation in line with the particular strengths and weaknesses of certain students. For example, some students need much more practical experience than do others. Some students need much more help in analyzing their own teaching than do others. Some students need to be held to deadlines and to be forced to ask difficult questions about their own accomplishments. Some students need to be helped to loosen up and not be so strict with themselves. Some students need to read more psychological studies. Some need to read less and do more with children.

The "Final Reports and Goal Papers," then, offer evidence as to what happened in the students' programs. This allows the State to monitor the training operation, making sure that the teacher education program comes up to State standards.

These "Final Reports..." represent what the Director validates as a true picture of each student's program. In the prototype ETEP, for example, students drafted their "Final Reports..." and then each one sat down with the Director and went over her document. At this time the Director and the student concentrated on the problem of how the student could most adequately and clearly describe her program. The papers were each certified by the Director as truly representing what took place with each student, including evaluation. Thus the State now has a body of material which tells what took place. Ordinarily teachers are certified on course descriptions merely and letter grades--far less evidence, description and evaluation.

One might ask "OK, but what about the student who is failing? Would the State be called upon to certify this student who is receiving poor preparation or demonstrates poor ability to teach?" The first response to that question would be to refer the questioner to what happens now, under the orthodox method of certification. If the student is not fulfilling her responsibilities, she can be given an "F" grade and dropped from the program. This can be done in the ETEP. The director has the authority to do this. In fact, the ETEP director is better able to do this if he has to as a last resort, because it is his business to gather a great deal of feedback on each student's activities and performance.

In the typical program, information about the student's performance and activities is in the hands of a host of her professors, supervisors and others who too often operate independently from one another. Far too often, in a typical teacher education program, students are passed through even though they are failures as teachers.

The point here is that although it is not a perfect screening process, the ETEP can better accomplish what the typical teacher education program is supposed to do: screen candidates so that the obviously sub-standard teachers will not be certified. But in the ETEP the students are helped to do the screening job for themselves. A great deal of the first semester is devoted to trying oneself out as a teacher and trying out the training program. All through the Program the student-Director conferences and the six goals papers focus the student's attention on "How am I doing?" Then, too, if a particular student just can't bring herself to the point of leaving the Program, even if the evidence warrants such a move, the Director can, and will as a last resort, drop the student from the Program.

But before we leave this subject we must remind ourselves that we have been discussing only those students who have been failing. We must keep in mind that the real advantage in the ETEP is its help to the students who are not failing but need support and guidance to realize their potential with children.

CHAPTER THREE: THEORY AND PRINCIPLES OF THE ETEP

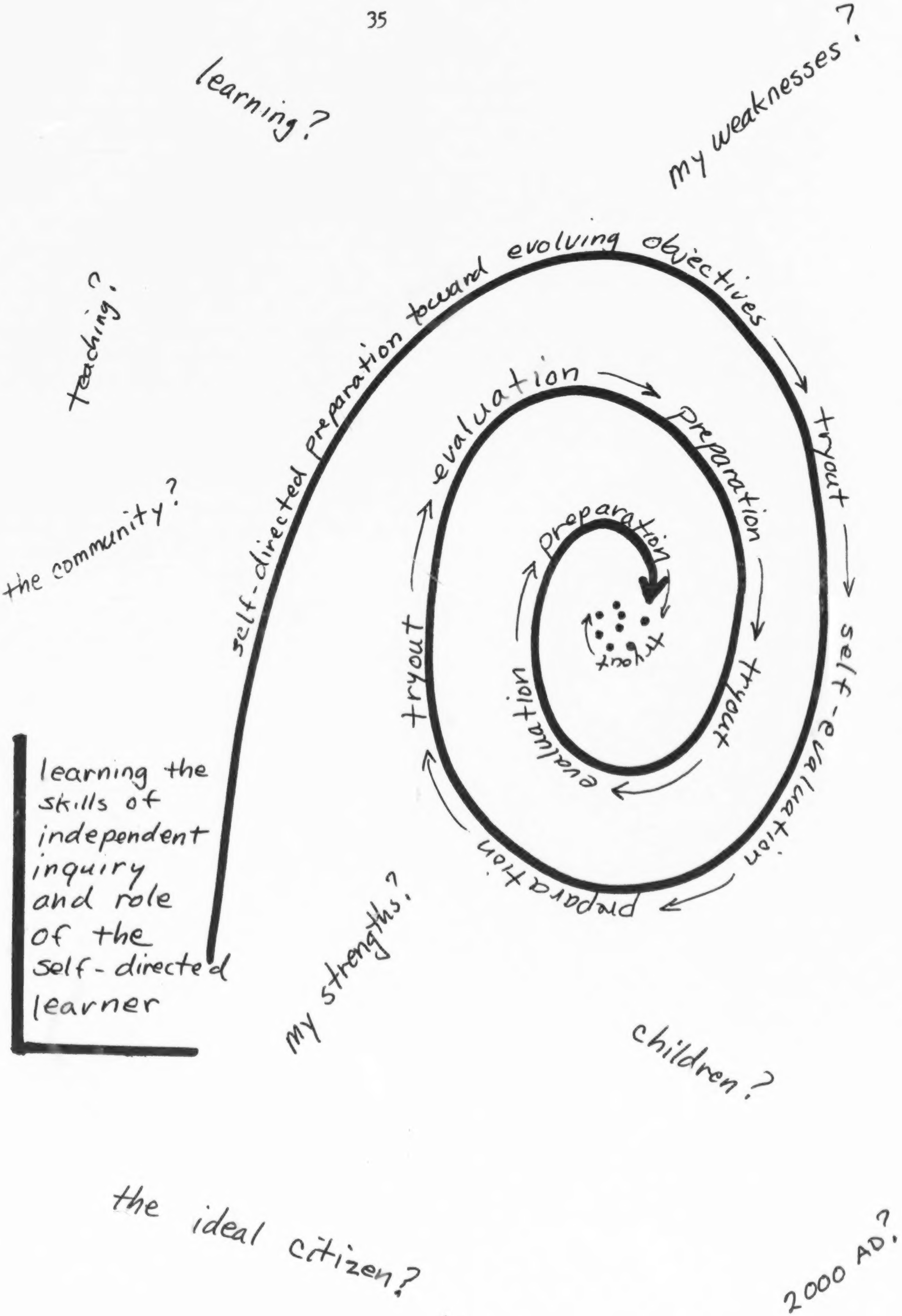
I. Basic problem-solving pattern

At the conclusion of the prototype ETEP one can clearly identify a problem-solving pattern which appeared common to almost all of the students. Generally speaking, it followed Dewey's classical definition of reflective thinking. First we have an inquiry context which acts as a bed of inquiry, defining objectives, raising questions, supplying knowledge, generating hunches that need to be tried out, clarifying problems to the point where systematic solutions may be attempted. Then within this context of inquiry we have a cyclical sequence. The sequence begins with somewhat obscure objectives based on personally felt needs. The student prepares for meeting those objectives, trys out what he has prepared, then evaluates the results. The cycle then repeats, but this time proceeds from clearer and more narrowly focused objectives: preparing to meet those objectives, trying out the plan, evaluating the results. This cycling is repeated with many different initial problems and under different circumstances, but eventually the narrowing and clarifying process basic to it all begins to assert itself. Finally, the student begins to feel: Now I really know what I want to learn to do, how I might go about learning to do this, and how to evaluate my results. At this point, the program typically ends with the student ready to pursue his own self-directed learning.

This can be diagrammed as shown on the following page.

First the ETEP student is involved in learning and/or reviewing the skills of independent inquiry and the role of the self-directed learner. L. the prototype Program this involved students almost exclusively for the first weeks of the first semester. The process is described from page 7 above.) This preparation involves students also with an introduction to the problems and excitement of the field, with wide reading, observation, discussion, and other forms of input and means for clarification. It is presented graphically, on our diagram, at the base of the vehicle--providing the means, or thrust. Here the student is being eased into the ongoing inquiry that will occupy him for the rest of the Program, but with less and less structure and group activities organized for all the students. All of this is symbolized by the outside questions--the context of our diagram.

Then the interior of the diagram (which looks like a snail shell) is meant to represent the cyclical process of continually preparing to meet evolving goals, then trying to meet them and evaluating the results. In this process the student continually becomes more sophisticated, more skillful, and more clear as to what specifically he needs to try out next.


learning?
my weaknesses?
teaching?
the community?
self-directed preparation toward evolving objectives
tryout
self-evaluation
preparation
evaluation
preparation
tryout
evaluation
tryout
evaluation
preparation
evaluation
tryout
tryout
learning the skills of independent inquiry and role of the self-directed learner
my strengths?
children?
the ideal citizen?
2000 AD?

The major and most involved example of the preparation--tryout-evaluation cycle is the last year in the Program when the student takes a paid job, tries to carry out the goals he set, and culminates with his evaluation. Involved in this major cycle are literally dozens of smaller cycles where students prepare, tryout, and evaluate specific objectives, and then re-set goals. An illustration of one of these shorter-term cycles might be the following: a student reads and observes teachers who can lead stimulating classroom discussions. He plans what he hopes to accomplish for himself with his own class. Then he try himself out as a discussion leader with his own class, monitored by an audio or video tape recorder. Next he considers the playback and decides what to do next.

Often, of course, the cycling is not completely conscious and not rational and sequential as in the example. It is important to keep in mind that we are discussing a problem-solving orientation or pattern and not so much a structured process.

II. Description of the "Student Enabling and Decentralized" structural model*

The novel structure which was set up to facilitate the Enabling Teacher Education Program, came to be known as the "Student Enabling and Decentralized Model" for teacher education.

The word "decentralized" refers to the fact that the program is designed to be essentially a one-man-and-a-secretary operation--with help from University resources, part-time assistants, consultants, and cooperating elementary school principals. This gives the Director and students personal contact over the full length of the Program. It also provides a simple organization intended to cut out many of the complexities involved when administrators, officials, and professors take various integral authority roles in a teacher education program. Thus, the simple direct structure tends to make unnecessary the various policies and arbitrary procedures that are necessary for smooth program application and to enable all students to be treated fairly by the many persons typically involved in teacher training programs. All of this, then, is intended to free the Director to work directly with the students and to pilot the training program freely so that it promotes and supports the individual development and self-direction of each student.

Decentralization also allows a particular Director's program to be clearly representative of a certain point-of-view about teaching and learning if this is desired. This opens the door for educational pluralism--several units to be operating on a single campus or a single community, each offering students a chance to explore a clearly defined approach to teaching. Then too, this clear focus invites principals to join their schools with a particular program which embodies the approach to education and/or educational reform that they desire for their school.

The words "Student Enabling" signify the relationship between the Director and individual students. In this relationship, the Director is primarily an enabler--a role established to help the individual take increasing responsibility for his own progress and education. In the case of the ETEP this relationship was illustrated by the one-to-one conferences along with the planned initial background experiences for all students, the initial skill-in-independent-learning training sessions, and the emphasis on realism in observations and participation in the schools. The purpose initially was to help individuals explore, narrow, and define for themselves the problem of good teaching. Then the individual student was helped to tailor a program which best fitted his strengths, weaknesses, and vision for the future.

Thus the term "Student Enabling" is meant to have connotations that refer to helping the student take responsibility for his own learning--enabling him to do the job in the best way for him. In the ETEP context, however, this is not meant to signify that little content or actual teaching of new skills, or knowledge takes place. "Student Enabling" refers to the context within which observation, study, teaching, counselling, and individually-initiated action takes place. Even though the one-to-one conferences between Director and each student were meant to help the student clarify and organize for moving ahead, much teaching of specific content also went on in the conferences. For example, in these conferences, the Director attempted to teach most of the students how to define educational goals in behavioral terms, after largely ineffectual large group presentations.

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* This is taken from the MTES second annual report, June, 1969, pp. 31-34.

Essential Conditions of the Structural Model

It should be clear up to this point that there appears to be considerable potential advantage in utilizing the Student Enabling and Decentralized Model in a teacher training program. But what are the essential conditions that are necessary factors in this approach to teacher education? In other words, what conditions must be met if the program is going to have a strong chance for success? Below are drawn two continua, each of which is intended to represent two extremes of one particular condition which has basic relevance to successful operation of the Student Enabling and Decentralized Model. In each case it is important to design and operate the program so that it moves as far as possible to the left on each continuum.

so that we:	(and) not so that we:
A. select people who are open-minded, interpersonally sensitive, and serious about teaching.	select people who are closed to evidence contrary to their fixed beliefs; people who look at teaching as just one decent job--the best of those available.

so that we:	(and) not so that we:
B. fit the teacher training system to the needs of each person (content, activities, sequence, style, etc.)	fit the person to a fixed system.

Thus, the Student Enabling and Decentralized Model necessitates careful selection. It also necessitates a point-of-view which minimizes the idea that all teacher trainees need to have certain courses containing certain content and have them in a certain sequence. It therefore necessitates a director who is able to take his cues from the needs of his students and is capable of effective one-to-one counseling.

In addition to these two basic considerations, there are seven operating conditions which are essential if the program is to function well. Again, on our continua it becomes crucial that conditions are as representative of the left as much as possible. So, it becomes necessary to move toward the left--

so that:	(and) not so that:
1. students will take responsibility increasingly for goal setting, planning their program, execution of plan, and assessment.	students will execute, primarily, the tasks assigned by the professor and assessed by him according to his criteria

In the ETEP, if the students do not take a significant responsibility for their own learning, the program will fail. Very simply, the Director cannot check on satisfactory completion of every detail of the various activities and specially designed study projects set up for students. He cannot force students through the program. The "rudder" is shared by the Director with each student who, to carry out the metaphor, must know the course well and know how to find out if he is on course.

so that:	(and) not so that:
2. there is open, honest interpersonal communication between students, staff, and cooperating principals.	students will read text, do assignments, attend lectures, etc. and not communicate extensively with the professor.

Unless the channels of communication are open wide, participants in a Student Enabling and Decentralized program such as the ETEP will become bogged down in the variety, ambiguity and resultant tensions. On the other hand, a simple lecture or practicum course offers the student a minimum of complexity with which to deal. Such typical college courses, therefore, necessitate a minimum of communication to determine what others are doing, take care of misunderstandings, take advantage of opportunities, and pursue idiosyncratic projects. In the Student Enabling and Decentralized Model these communication tasks are considered an important learning experience in the training program. It is a laboratory in learning how to enjoy the fruits of diversity while minimizing the problems.

so that:	(and) not so that:
3. motivation of each individual is intrinsic, ie., based on satisfaction of meeting felt needs, observation of growth, etc.	motivation of each individual is to succeed in getting high grades and other approval from the professor.

If the average student seriously feels "I'm doing what makes sense to me, in terms of the teacher I want to be, and I see that I am succeeding," the Student Enabling and Decentralized Model is working. In other words, the aim is to have the student worry not about failing but about the meaning and design of his plan and how to succeed in carrying it out.

so that:	(and) not so that:
4. there is continuous mutual "tuned in" feedback between Director and students	student's role is to do the tasks assigned and turn in the evidence which the professor can then evaluate.

It is up to the students to see that the Director knows what they are doing and also some of their questions, barely formed ideas, and professional frustrations. The Director, in turn, needs to communicate his concerns about particular students and about the program to the students involved, so that ideas and progress can flow from both ends.

so that:	(and) not so that:
5. the program will help students have sufficient skill in independent learning (critical thinking and discussion ability, clear perceptions, knowledge of biases and hangups, efficient reading, etc.)	professor assumes that students have necessary skills to handle the tasks he assigns.

Obviously, a student cannot be given all his needed pre-requisite education before he begins a program such as the ETEP. But it is essential that he be equipped to handle the tasks that are essential--in this case, independent learning--and also be helped to assess himself so that he can seek help if he needs further skill training. Because of the individualized nature of the program, a student can build into his program a remedial experience or two if he needs it. This is particularly possible because the students are going to be in the program for five semesters. There is time to pause for basic skill training.

so that:	(and) not so that:
6. students manage time so each has sufficient time that is available for developing and implementing emerging plans--time not coopted by undue pressures from other deadlines, jobs, etc.	students are forced, by strict deadlines, set by the professor, to do the tasks assigned, with little need to keep blocks of time available for capitalizing on emerging opportunities.

By this definition a student is not sufficiently self-directing unless he can manage so that he can reserve time for fulfilling his own plans. This means keeping large amounts of time from being coopted by more tangible obligations and home responsibilities. It is an issue which needs to be made particularly clear with mid-career women who were not working before entering the program. Often these women step into the program from a life which is full of commitments to manage the church bazaar, direct the voter registration drive, and similar responsibilities. Unless some women are prepared it becomes very difficult to turn down the friend who calls them for help "like you did last year." Needless to say it is also difficult for the family to understand, at first, that "Mom shouldn't be disturbed when she's reading unless it's an emergency."

so that:	(and) not so that:
7. Director will follow developments in each student's case over the full length of the program	Director will either leave it all up to the student or will leave full responsibility for following certain key developments to another staff member

Thus, the director has to discipline himself to do things such as read and answer the log sheets carefully each week, listen closely to students during conferences, explore questions penetratingly with students, follow up and gather more information by field visits and by observations of the students with children. Obviously this self-direction on the part of the director is parallel to the self-discipline involved for the students.

so that:	(and) not so that:
8. Director has clearly established authority (1) to make decisions necessary to implement plans and (2) to carry out new directions in response to needs and opportunities.	Director is given responsibility but not authority to allocate resources without constant administrative review from superiors.

This means, in down-to-earth practical terms, that the director has sufficient budget at his discretionary disposal to implement the needs of the students and the wider needs of the program as they emerge, without having to make a case for each decision. It also means that the director be protected from the petty bureaucratic nit-picking that can harass individuals in large organizations such as universities. Therefore, it is important that the director be put in a position with sufficient resources and status to free him from undue administrative details and demands on his time. Of course, if he is given authority and resources he must be held accountable so we are not speaking of fiscal or organizational anarchy. We are speaking of his being held accountable for overall success or failure at periodic points--not for the decisions along the way.

III. ETEP theory supported by research and theory of third force psychology*

The theory of the Enabling Teacher Education Program is grounded in third-force psychology more than in the other two major psychologies: Freudianism and S-R Associationism. For the past 20 years in American psychology, this new third psychology has represented a new synthesis of psychological insight and research. It has grown away from traditional Freudianism and S-R associationism. The third force is not so concerned with the subconscious or outside stimulus to a person's action, but is more concerned with the immediate field of a person's perceptions, his biases, self-concept, feelings, faith, hates, values, beliefs, doubts, attitudes and convictions. Therefore, in learning with any degree of complexity, primary attention is placed on the meaning that results as a vector of all the factors that comprise an individual's life space at a particular moment in time. Thus, meaning lies inside of people rather than on the page of a textbook or in the sequence of a demonstration. This meaning cannot be directly manipulated and controlled by teachers. Control is in the hands of the learner, if it is in anyone's hands.**

It follows from this perspective that teaching, such as in teacher education programs, should emphasize opportunities for students to integrate their feelings and emotional selves with the intellectual and rational approach to learning that necessarily is a large part of the learning material, such as books, which rely on high order symbolic abstraction as a medium for idea transmission. Students need to approach learning with a possibility of choices before them, choices important to them for personal reasons, choices which allow each to relate his learning to the way that he has structured his life at that particular point in time.

According to most spokesmen for third force psychology, however, the traditional forms of stimulus-response associationism learning are not to be thrown out. These are to be seen as only one form of learning, probably well-suited for that learning which is of a lower order of complexity. However, most of the teacher education curriculum is of a high order of complexity. Learning concepts of child development, theories, ideas about society and psychology, and choosing between controversial methods of teaching are certainly not of a low-complexity order of learning. These areas are packed with feeling, biases, conflicting beliefs and divergent experiences for teacher education students. Therefore, according to third force psychology, a teacher education program needs to be structured so that students have ample opportunity for toying with, criticizing, and discussing ideas in their own terms rather than in the terms presented by a particular author. Because emotion and attendant securities will be involved, these opportunities for exploration and clarification need to be open so that the student may or may not involve himself; they need to be accepting of individual student differences; they need to be handled by participants who have had training and/or backgrounds which allow them to interact with others in an honest fashion; and, finally, these opportunities have to allow students to make mistakes, to "take back" what they have said, to fail at times in search for deeper meaning or a better way.

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* This section is adapted from the writing of Robert E. Newman, in Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers (Washington: U.S. Department of Health Education and Welfare, Office of Education, Bureau of Research, 1968), pp. 415-16.

** Notable writers in the Third Force field are Abraham Maslow, Carl Rogers, Gordon Allport, Erik Erikson, S. I. Hayakawa, Clark Moustakas, Gardner Murphy, et al.

It should be plain that the Enabling Teacher Education Program has been designed to facilitate this personal integration by the student. Examples abound: the student-director conferences, goal papers, student-director exchanges via logs and memos, student-student interaction, preparation-tryout-evaluation cycles, and the continuous inquiry of each self-directed student. As much as possible, ETEP students have been kept from intimidating faculty authority, permitting students to depart from their usual orientation characterized by "What specifically does the professor want back?" inquiry that seems to go on continually at colleges and universities. The ETEP is designed to be relatively free from the "right" answers approach, and to provide the independent learning training, the stimulation and the opportunity for students to come up with their own answers.

IV. Contemporary college education vs. the ETEP college education

Increasingly, faculty, students and others are asking searching questions about ways to make education more enabling to the individual college student in teacher education courses and in other areas. These questions were also faced in designing the Enabling Teacher Education Program. The following schema attempts to show the typical criticisms of traditional college education and how the ETEP was designed to overcome or ameliorate these problems:

Criticism about non-enabling aspects of contemporary educational process	How the ETEP attempts to move toward an enabling education in each case
A. Too often studies do not lead to something that is worth taking the time needed for study, ie., studies are not to-the-point means to equip student for dealing with the tasks and problems he sees he is facing and will face. Too often studies are too abstract, are out-of-date, do not fit the needs of the beginning worker or practitioner, are suited mainly for people preparing for college teaching, are only justified by tradition, are poorly presented.	A. Each student initially and continually spends a sizable amount of time and effort reading, observing, discussing and learning about what he wants and needs to learn and why learning this is important. His program evolves as he defines his goals. Finally, during the later phases of the program, he trys himself out, assessing the degree to which he has met his goals.
B. Evaluation is too often arbitrary--what a teacher or professor "gives" you after you have taken a course. Students "grub" for grades and ask continually, "What precisely does the professor want?" When a student is asked "How did you do in the course?" he is most likely to respond by telling you his grade, "A" or "B" or whatever.	B. In the ETEP program there are no courses or grades in the usual sense. Students can evaluate themselves because they have a basis for this evaluation. They have formulated goals that they understand and toward which their work is directed. When a student is asked "How did you do in the program?" the ETEP student is likely to ask, "Do you have an hour or more so that I can tell you about what I wanted to do, what I think I did, and now what I realize I really want to do and can realistically do?"
C. A significant number of serious students want to be more self-directed in their own education. They want to plan and carry out their own programs to a significant extent.	C. This is what students do in the ETEP program.

Criticisms...	How ETEP...
D. More and more students seem to be saying that they want to think for themselves, to come to their own conclusions after actually testing out ideas--rather than taking the word of their teachers, their textbooks, or "research" (which is another word for authority in most education course pronouncements that begin "research shows...").	D. ETEP students are encouraged to draw their own conclusions about what authorities or tradition sets out as right. This includes the philosophy of their program. The philosophy of the program is presented not in lectures and other verbal means but in the form of the program in which they are participating. This philosophy is, then, to be evaluated in terms of the results, as experienced by each student.
E. Students who are serious about self-direction in their own programs complain that they have not and are not being taught how to learn independently. For example, most college students can't use the college library with facility. Why? Perhaps it is because their college program really doesn't require that they inquire in an individually-motivated basis? Perhaps they "psych out" their professors and then digest his pre-digested lectures, the pre-digested materials in the textbooks and specifically the content of the other reading which is prescribed. The goals, the means, and the materials for study are prescribed.	E. In the ETEP, considerable attention is given to helping students learn how to learn. Efficient reading is taught, critical reading is taught; students are helped to learn how best to communicate openly and honestly; students learn how to plan and lay out goals, they know how to evaluate their own progress; individual students with specific learning handicaps are helped to overcome these; students are taught how to make case studies and how to observe perceptively; students study the role of perception in communication and understanding; students study and learn the process of rational problem-solving by trying it themselves.
F. So often students complain that their exposure to faculty on a one-to-one basis is for bureaucratic reasons such as to approve a course which is already largely pre-determined on the "dittoed sheets" readily available from the department secretary. Students ask to have a genuine counseling relationship with the advisor whom they can respect because he knows his field, knows how to get things done to help the student implement unique aspects of his program, is a person who is interpersonally warm and open. Probably most important, they want to work with someone who genuinely wants to know the student, will listen and is sympathetic and who wants to facilitate each student's increasing success.	F. In the ETEP program the director follows each student for the full length of the program and has at least weekly written or one-to-one contact with each student in most cases. This relationship is seen as the heart of the program and is not an extra to be fitted into the director's busy schedule. The director must be a person who knows his field well and is skilled in counseling and advising. Personally he needs to be open and honest with students, needs to know himself well enough to be open, needs to be able to listen empathically and needs to be able to relate to students positively in a largely non-judgmental way--helping students to evaluate themselves.

Criticisms...	How ETEP...
G. Students often remark that they want to have a voice in the policies of the school or department. They want to be considered as having power.	G. In the ETEP, students are helped to form a strong peer group. They are helped to know one another through sensitivity training and times set aside for casual talk and relaxation. Lack of grades and other competition (people each work for goals which are unique in each person's case) encourages intra-group trust. Thus, the strength of the student group is set up as a check and balance to the prerogatives of the director (which are the traditional faculty prerogatives). In addition, constant feedback to the director (weekly student log sheets) and student discussions with the director effectively put each student in a position of participation in policy making.

CHAPTER FOUR: CONCLUSIONS BY THE DIRECTOR

If someone were to ask me, the Director, to answer the same sort of question we asked the students, namely: "Suppose a friend who was interested in directing a repeat of the ETEP asked you to evaluate the program for him, what would you tell him?" I would say the following:

I hope that you will consider this opportunity very seriously because directing this program has been the most exciting and rewarding teaching I have ever done. I have never worked with students so committed to learning and so obviously motivated by increasingly clear individual goals. I must say, however, that they were not just interested in learning anything. They were purposeful and pointed in their learning. For example, the group became bored easily in lectures and the usual sorts of general presentations so often made in typical teacher training programs.

Hard work didn't seem to bother them if it was connected with their learning or helping with the ongoing chores needed to keep the Program going smoothly. These students worked far more hours and more intensively than any similar group in my experience.

It took a few months, but by the end of the first semester I felt that about four out of five students had gotten away from the usual student role of unduly trying to get my approval. They used the student-Director conferences, the exchange of logs and my memos and other means of communication to help them clarify their ideas, extend their interests, and arrange to be provided the necessary resources for achieving their goals.

And I found that these student-Director conferences were excellent learning for me. First, of course, when I listened to the tapes of the conferences* I found that I grew in my ability as a listener (I talked way too much), and as a helper to students. Then, too, I found myself learning and thinking much more about each individual student than I had done in previous teaching situations. I began to understand each student's styles, the particular ways that she was interesting, her uniqueness. As I went through the two and one half years of this Program I found myself seeing people change. I found myself seeing people who could be initially stereotyped as, say, full of inferiority feelings, pick themselves up by their bootstraps and make it--beautifully. Then, too, I found people really in need of much help--people whom I assumed at our first meeting could do most everything beautifully. In short, I realized how much I had been prematurely categorizing students in the pressure of time and tradition of previous teaching situations.

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* All of the one-to-one conferences were taped. I had a portable tape recorder in my car and sometimes on long trips I played a stack of tapes.

I also grew professionally. Students would bring ideas and information they gathered from all over the professional landscape. Often I had not seen the specific material and found myself reading and investigating a great deal of new material. This was very efficient for me. When the students and I would discuss material they were encountering, I found myself having chances to digest and reflect on ideas that previously I too often just encountered and did not explore further.

Then, too, I found myself in the position of a transfer agent, bringing students together whose interests and ideas were similar, suggesting that one student see another student who had investigated something that the first student might find relevant to her interest. I was called upon to seek out consultants who could help students. Usually, in the process, I learned a great deal about what the consultant had to teach. I realized that in previous teaching positions I was relatively an island in terms of really involving myself with the ideas of my colleagues. I learned a great deal watching invited seminar leaders work with groups of our students. I found I attended all the large group seminars. So much of their value lay in students having a chance to explore their reactions in our student-Director conferences.

Another thing: I found that when I answered a pile of students' logs each week I could comfortably keep 30 different study programs easily in my mind.

I had wondered if this would be a chore. It didn't seem to be. I admit it was a chore, at times, to face the pile of logs when I was tired and knew that two hours of concentration lay ahead. But the value to me of participating with each student in her professional growth was well worth it. I experienced what for me was a unique situation--being involved with 30 people who were "becoming." As an elementary school teacher, I had experienced this involvement in each child's "becoming." But I didn't find myself growing so much in that process as I found myself "becoming" in my work with these adults.

I found that students willingly handled much of the detail work connected with the various arrangements and contacts necessary to implement individual programs. For example, when a student and I decided that she should explore group dynamics with a professor on our staff who was a specialist in classroom group dynamics, I just had to call him and tell him that the student was coming, tell him the honorarium, and summarize the problem. The student carried it from there, including contacting others in the program who had similar needs, etc. I found that I used the telephone a great deal, right when a particular student was in the office. After introducing her to a consultant, I would simply ask the student to continue the call in the outer office phone and go on about my other business.

Some arrangements needed my constant surveilance and support, however. The Seymour Laboratory Class was such a case in point. When we planned this, I intended to stay with the class as its head teacher only for two or three weeks, and then phase myself out. I sonn realized that the class needed a head teacher all of the time and that it was a most difficult position to fill. I couldn't get anyone but myself to do the job that was needed. So there I was, much of the first semester of the 1968-69 year. And when you are responsible for a one-man operation such as the ETEP, you have to do your other work too. At the end of the 1968-69 year I was ready for a relaxing summer vacation. That year was the most demanding in my 18 years' experience as a teacher. But, again, I must repeat--it was one of the two and one half most rewarding years I have ever spent as a teacher.

This brings up an important point about directing the ETEP. When needs come up and when people get their heads together to figure out ways to meet those needs, you have to be willing to move decisively and without chance for pilot runs or other ways to try out ideas before you put them into effect. Lead-time is short. That means that you have to be willing to take risks. Some of the ideas will fail. Some won't fail because you will make them work by a great deal of your time and effort. The typical bureaucratic way of thoroughly investigating before moving is often not possible. This requires quick footwork, at times, because you can't afford to have the Program involved in letting down other people, like school principals, whom you call upon for help.

But, don't forget, most of the principals and other school people you are calling on for help are working with you. Therefore, when a problem arises you feel free--often obliged--to sit down with the principal of the cooperating school and get his help in working out the best possible solutions.

Principals of the cooperating schools joined with the ETEP because they felt that the children in their schools could gain. They felt that ETEP-trained teachers might really understand what an enabling education was all about. These principals wanted their school's curriculum and practices moved toward those of an enabling education where individualized learning and close one-to-one teacher-student relationships were the rule rather than the exception.

Finally, when you are in the midst of figuring your way out of a group of problems, you must remember that the students of the ETEP are its best resource. Time and time again when problems presented themselves I would discuss them with the students involved, and an adequate solution was found. Several times, when discussing how to deal with problems, the solutions arrived at led to new opportunities for learning. For example, because students needed a place to study the problems of beginning reading instruction, we worked out a way to tutor children in a Sumner School primary grade class which had a group of remedial and beginning readers. This experience was one of the factors which paved the way for the five ETEPers to be employed at Sumner as reading specialist teachers during 1969-70. The ETEPers knew the school and could make a clear decision as to whether this experience would fit their evolving training plans. The school could hire them with assurance that they could deliver, because they had proved themselves.

But, you might ask, to what extent was the students' self-directed performance due to the fact that they were mature, mid-career women who had had children of their own, as opposed to the usual group of post-adolescent college girls one finds in most pre-service teacher training programs? I can't answer this question decisively. I can give you my reactions drawn from my experience and the evidence that we have.

Much of the responsible self-directed performance of the ETEP students seemed to grow from their enthusiasm for the Program and for what they were becoming and doing in the Program--how it met their needs. This seems obvious when you read student reactions to the Program (see pp. 22-30 above). Judging from the other actions of this group, if the Program were found mediocre or seriously lacking many of the students would have dropped out or would have played the academic game of finding what the professor wanted specifically and then giving it to him. All were capable of doing this. They had successfully finished 16 or more years in the usual schooling system.

If you grant this logic, then the performance of these people was caused significantly by the Program, and did not basically result from the fact that they were mid-career women. In addition, it is important to note that when we asked a comparison group of mid-career women in the University's regular MA teacher training program (who were judged comparable in terms of age, education, and general similarity) to evaluate their program, they rated it poor by comparison to the rating the ETEP students gave theirs based on the same questionnaire. I think it would be difficult to argue, therefore, that these ETEP students rated their program as highly as they did because of the fact that they were older, and perhaps because they were bored by their previous full-time housewife life. They said, in their evaluations, that they rated it highly because it met their needs, and helped them to extend and confirm themselves.

Then, of course, one could question to what extent the adventure of being involved in this prototype experimental venture might have caused ETEPers to rate their program so highly. I am sure that being involved in this program was an ego uplift for many students. But the psychological testing done with the ETEP students shows that during the program they experienced a mid-program period of less self-confidence, less ego strength. In effect, then, this suggests that the program caused many students to test their ego strength. This is something people don't usually go through without being highly critical of factors associated with the program being tested--if they detect weaknesses in the program.

And the particular role of the ETEP students invited them to be pointedly critical of the program if they felt that it had serious lacks. Each time the ETEP students anonymously evaluated the program (at the end of the first, third, and last semester) I emphasized that they should consider seriously the weaknesses of the program as well as the strengths. In effect, they were provided with free tuition in return for their willingness to be the ETEP trial group. Their candidness was not only desirable, it was their responsibility. The lack of serious criticism of the program by the participants, therefore, seems to me a valid endorsement of this approach to teacher education.

Finally, what about the screening process used to select ETEP students? Would students selected with the ETEP selection process perform as the ETEP group did and rate their program as highly as did the ETEP students, even if the program was of the typical sort?

In considering this question we need to remember the essential differences of the ETEP screening process as compared with the typical MA program in teacher education. First there was no academic aptitude test used. Then, the individualized nature of the program was explained to students. Supposedly, students who didn't like what they heard did not apply. Finally, there were but two criteria used in the final screening: (1) only students who were rated by the Rokeach Scale as being not highly dogmatic were considered, and (2) of these, people were selected who made the best impression on the trained counselors, who did most of the interviewing, as being potentially good counselors.

Well, what does this leave us with? First, the unique self-directive aspects of the Program probably saved this group from a disastrous mal-adaption in many cases. It is interesting that this group of people were tried out, mainly in the rough and tumble of inner-city schools (only eight out of 29 were employed in non-inner-city schools). The fact that most of the persons selected seemed to be interpersonally sensitive and not overly dogmatic would suggest that many should have had trouble asserting themselves with inner-city children--many of whom feel more free to challenge teacher authority than do their suburban counterparts. Therefore we should have expected that the first-year performance of these teachers would not be rated very highly by principals. Yet, this was not the case. In fact the reactions (summarized below) show the ETEP group to be rated quite highly by the principals. The Program's unique emphasis on self-evaluation and on each student's seeking a teaching role that fits her strengths and weaknesses probably really did prove to be an extremely important cause of this success. In other words, perhaps the group chosen for the ETEP was not ideally suited to the kind of teaching that most of the students eventually chose to do. But because the Program supported the students' self-direction, they "made it" successfully and found great satisfaction in the process.

This all suggests that the screening process worked. Of course, after working with the results of this screening process, I have some recommendations for future modifications. These will be presented below (pp. 91-92).

Also I certainly don't mean to close the door on these questions regarding the unique nature of the ETEP group. They should all be put to further test in future adaptations of the ETEP approach to teacher education. For example, I look forward to someone's trying the ETEP principles and program experience with full-time college students who are younger but interested in a self—directed approach to teacher training.

* * * * *

What about actual school performance by the 28 ETEP teachers employed during the 1969-70 school year? ETEP classroom teachers were compared with experienced, above average classroom teachers in the same schools in ability to teach reading and mathematics.

There was no significant difference statistically between the children's achievement test scores from classes taught by ETEP first year teachers as compared with classes taught by the experienced above average teachers.**

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* About half of the ETEP teachers were employed as classroom teachers. The others were employed as specialist teachers.

** Principals rated the seven experienced teachers as follows:

1. The best primary grade teacher we have	0
2 One of the best primary grade teachers we have	1
3.Better than the average primary grade teacher but not one of the best	4
4. About average	2
5. Less than the average primary grade teacher we have but not one of the poorest	0

Experienced teachers averaged 10 years experience, ranging from one teacher's two years' experience to another teacher's 28 years' experience. It usually takes from three years to five years experience for a teacher to reach his stride in teaching the basic subjects. Judging from their first-year performance, ETEP first-year teachers made a very creditable record of teaching the basic subjects.

These ETEP beginning classroom teachers were also compared with experienced teachers in the degree to which the teachers individualized learning in reading. ETEP first year teachers clearly showed that they were differentiating instruction much more than the comparison group of experienced teachers.

Finally, the ETEP beginning teachers were evaluated as to the degree of inquiry-directed learning apparently going on in their classrooms.* They were again compared to the original comparison group of experienced classroom teachers. The data showed (with statistical significance) that in verbal interaction (teacher-pupil discussions) ETEP teachers encouraged reflective questioning by the students much more than did comparison group teachers. Also, the children in ETEP classes clearly showed by their participation that they were less concerned with supplying the "right" answers that with contributing critical questions and conclusions.

Principals were asked to rate the ETEP teachers as compared to beginning first-year teachers that their school had employed during the last three years. Their rating is below:

The Enabling Teacher Education Program Teacher:

-was one of the best first-year beginning teachers we have employed during the last three years	10
-was above average but not one of the best first-year beginning teachers we have employed during the last three years	8
-was better than the average first-year beginning teacher we have employed during the last three years . . .	3
-was about average as compared with first-year beginning teachers we have employed during the last three years . . .	6
-was not as good as the average first-year beginning teachers we have employed during the last three years . . .	1

(continued on next page)

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* Verbal interaction was analyzed by the schema developed by James B. MacDonald, University of Wisconsin at Milwaukee, and by Esther Zaret of Marquette University.

-was below the average but not one of the poorest first-year beginning teachers we have employed during the last three years 0

-was one of the poorest first-year beginning teachers we have employed during the last three years 1

These principals' ratings reinforce my conclusions that the performance of ETEP teachers was a credit to the Program.

The picture that this evaluation summary suggests is one of a group of beginning teachers who already are at or beyond the point of experienced teachers in classroom results and in professional development. Further, ETEP students' reactions and preliminary data from their classrooms suggest strongly that they are, in fact, understanding and mastering the problems of self-directed teaching and learning by trying it for themselves. This picture certainly supports the conclusion that the prototype Enabling Teacher Education Program has proved itself as workable and extremely worthy of further use and subsequent development.*

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* The evaluation description from pp. 51-53 was taken from the pre-publication manuscript copy of An Enabling Education, by Robert E. Newman, copyright 1971.

CHAPTER FIVE: FINAL ASSESSMENT OF THE ETEP BY THE ASSOCIATE DIRECTOR

I. Introduction

The original ETEP assessment design outlined two focii for examining the process and outcome of the Program: an internal focus; an external focus. The internal focus concerned itself with the changes taking place in participants over the course of the Program; the external focus examined the nature and effect of the participants' functioning in the school environment.

This final assessment report will follow the general outline of that initial assessment design. Results associated with the various aspects of each focus will be presented and discussed. At the end of each major section (focus) a summary will be made.

II. The internal focus

What changes, if any, took place in participants over the course of the Program? This question was examined with reference to the following three dimensions: general psychological functioning; educational attitudes, interpersonal effectiveness.

A. General psychological functioning

1. Self concept

The measure used to determine changes in participants' perceptions of themselves was the Osgood Semantic Differential technique.* The three dimensions of meaning described by the technique are: evaluation (good-bad); potency (strong-weak); activity (active-passive). The instrument, which asked participants to describe themselves with reference to nine bi-polar adjectives (three for each factor) was administered three times--February, 1968, May, 1969, May, 1970. The following tables present the results of the analysis of the data from these administrations. Table 1 presents the factor means and standard deviations for the three administrations, and Table 2 presents the results of t-tests carried out to determine if there were significant differences among the various administrations.

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* Note, the PDI-5 which was also considered for use in this area was found, upon administration, not to be useful for this purpose but was retained for use in area 2 (as below).

Table 1: **Means and standard deviations of factor scores for the three administrations of the Semantic Differential** n = 27

	Feb. '68		May '69			
Factor	$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
Evaluation	7.19	2.11	7.70	2.09	6.93	2.09
Potency	12.89	1.99	12.59	2.47	12.41	2.64
Activity	8.37	2.44	8.63	2.56	7.30	2.23

Table 2: **t-tests for differences between factor means on the initial and interim and final administration of the Semantic Differential: "ME"**

	Initial-Interim		Initial-Final	
Factor	*t*	*p*	*t*	*p*
Evaluation	-1.31	N.S.	.71	N.S.
Potency	.82	N.S.	1.20	N.S.
Activity	- .60	N.S.	2.60	$<.05$

t .05 = 2.06

An inspection of Table 1 indicates that between the first two administrations, with reference to the evaluative dimension, there was a movement in the direction of less positive self-perception. By the end of the Program there was a swing back to more positive self-perception. In fact the May, '70 mean is indicative of a more positive self-description than is the initial mean. As we see from Table 2, however, none of these changes on the evaluation factor was significant.

On the potency dimension there was a continuous, though non-significant (see Table 2) movement toward a description of the self as being less strong.

On the activity dimension we see a pattern similar to that of the evaluation dimension--that is, an interim report of increased passivity, with a swing back to a final mean reflecting a higher level of activity than that of the initial mean. As Table 2 indicates, the difference between the first and third means is significant beyond the .05 level. This reflects a movement toward seeing themselves as significantly more active than before the Program. It would seem likely that this pattern is related to the assumption, by participants, of employment activities.

2. *Interpersonal perceptions*

The Person Description Instrument - 5, developed by Roger Harrison, was used in investigating shifts in participants' generalized perceptions of other people. This instrument yields results which indicate whether, in his perceptions of others, an individual is "person-oriented" (i.e., concerned about those aspects of others which are important to their "here-and-now" interaction) or whether he is "non person oriented" (concerned about those aspects of the person which are related to the person's general status or functioning). This instrument was administered four times--February '68, May '68, May '69 and May '70.

Table 3 presents the means and standard deviation for these administrations and Table 4 presents the *t* test which was carried out to determine if there was a significant difference between the initial and final administration of the PDI-5.

Table 3: PDI-5 means and standard deviations for the three administrations

Feb. '68		May '68		May '69		May '70	
X	s.d.	X	s.d.	X	s.d.	X	s.d.
8.93	1.49	9.23		7.69	2.02	7.70	1.17

Table 4: *t*-tests between initial and final means of PDI-5 means

$\bar{X}_1$	s.d.$_1$	X_2	s.d.$_2$	*t*	*P*
8.93	1.49	7.70	1.17	4.01	$<.01$

An inspection of Table 3 indicates an increase in person-orientedness in the first semester of the Program (Feb. '68 - May '70). Perhaps it should be noted that it was during this time period that the sensitivity training component of the Program was implemented, perhaps accounting for this pattern. However, the results in Table 3 also indicate that during the next year there is a significant drop toward non-person orientedness (see Table 4) and that this level holds over the final year of the Program, resulting in an overall significant decrease in person-orientedness.

3. Value Orientation

In this aspect of the assessment investigation an attempt was made to trace the shifts which may have taken place in the nature and organization of participants' beliefs and expectancies. In keeping with the broad goal of the program to support and enhance the development of participants' individuality, the hope was that they would move in the direction, *not* of accepting a particular set of values but rather that their value structure would, increasingly be characterized by flexibility and adaptability. The Rokeach Dogmatism Scale and the Personal Orientation Inventory were used to explore these shifts.

a. The Dogmatism Scale

The Dogmatism Scale measures the way in which an individual holds his beliefs, rather than the content of these beliefs *per se*. The results of the analyses of this scale, given first in February, 1968 and again in May of 1970 are presented in Table 5.

Table 5: *t*-test of mean differences between Rokeach Dogmatism Scale scores, February, 1968 and May, 1970 (n = 27)

Administration	$\bar{X}$	s.d.	*t*	*P*
February 1968	111.07	17.92	1.84	N.S.
May 1970	105.26	15.29		

These results can be interpreted as indicating a non-significant decrease in Dogmatism over the course of the Program.

b. The Personal Orientation Inventory (POI)

The Personal Orientation Inventory measures the extent to which an individual's responses along a variety of dimensions, resembles Maslow's construct of the "Self Actualizing Person." Four scales were examined as being particularly relevant to the Program's goals: Time Competence (TC)--the extent to which the individual lives fully in the "here-and-now" as opposed to ruminating about the past or dreaming about the future; Inner-directedness (I)--the extent to which the individual is directed by his own experience, preferences and needs rather than those of others; Self Actualizing Value (SaV)--the extent to which the individual's value structure seems to resemble that of the Self-Actualizing Person; Feeling Reactivity (FR)--the extent to which a person indicates he is in touch with his affective experience, and values the expression of this experience.

Table 6 presents the results of the analyses of pre and post (February 1968 and May 1970) POI scores.

Table 6: t-test of Mean Differences on pre and post POI scores

Scale	$\overline{X}_1$	s.d.$_1$	$\overline{X}_2$	s.d.$_2$	t	P
TC	20.04	1.89	19.30	2.12	.7910	N.S.
I	89.04	11.08	88.89	12.70	.0271	N.S.
SaV	17.93	3.70	17.56	4.16	.2020	N.S.
FR	14.63	2.99	16.18	2.04	-1.2099	N.S.

These results suggest that there was no significant shift along the dimension measured by these POI scales.

B. Educational Attitude

More narrow in scope than the examination of value reported in the immediately preceding section, this aspect of the assessment looked at the nature of the participants' values *vis a vis* the educational process. Five measures were used in this investigation: the *Minnesota Teacher Attitude Inventory* (MTAI); an adaptation of the *Parental Attitude Research Instrument* (PARI); the *MTES Teaching Stems*; the Val-Ed (replaced the Stems); an adaptation of the Semantic Differential technique.

1. The Minnesota Teacher Attitude Inventory (MTAI)

The MTAI yields a single, global score which indicates the similarity between an individual's attitudes toward the educational process and those of a criterion group of effective teachers. This inventory was administered twice--February 1968; May 1970. Table 7 presents the results of the analysis of these results.

Table 7: t-test of Mean Differences of pre-post MTAI Administration

Administration	$\overline{X}$	s.d.	t	P
February '68	89.67	12.66	3.51	<.01
May '70	69.48	21.12		

This analysis indicates a marked, significant decrease in similarity between the responses of ETEP participants and the MTAI criterion group, over the course of the Program. There is reason to believe that this pattern is a reflection of the impact of the special character of the ETEP. While participants began by showing a high degree of similarity to the attitudes of the MTAI criterion group of teachers, this was not true at the end of the Program.

Perhaps the dynamic which is operating in these findings is that having come into contact with the realities of inner-city education (all but eight worked in such settings) the participants came to believe that such characteristics as free expression or activity orientation, while highly desirable, are eventual rather than immediate goals. We see a tempering (but, hopefully, not an abandonment) of initial idealism, by an appreciation of the ground which must be covered if these ideals are to be achieved.

2. The Parental Attitude Research Inventory (PARI)

The PARI was developed by Schaefer and Bell to measure attitudes toward child-rearing and the family and to predict patterns of mother-child interactions. The original form consisted of twenty-three subscales of five items each from which the authors isolated five relatively independent factors. The five factors derived, in turn, from eight of the twenty-three sub-scales and these eight provided the basis for the adaptation of the PARI for use in the Mid-Career Teacher Education Study.

In the adaptation, the content of the forty items was modified from home, parent and child to classroom (or school), teacher and student.

Subjects respond to the items by rating them on a 5-point Likert scale from "strongly disagree" to "strongly agree." High scores indicate a less facilitative stance, while low scores indicate a more positive orientation toward the teaching process and children.

PARI was administered to ETEP participants in February, 1968, in May, 1969, and a third time in May, 1970. Table 8 presents the means and standard deviations for the three administrations and Table 9 presents the results of the t tests carried out to determine if there were significant differences between the various administrations.

Table 8: Mean scores and standard deviations of the various administrations of the PARI

Feb. '68		May '69		May '70	
$\overline{X}$	s.d.	$\overline{X}$	s.d.	$\overline{X}$	s.d.
83.63	21.45	78.84	11.02	80.67	13.83

Table 9: t tests for differences between means on the initial and interim and the initial and final PARI administrations

Initial - Interim		Initial - Final	
t	p	t	p
1.07	N.S.	.62	N.S.

A glance at the tables indicates that while attitudinal changes were not statistically significant, attitudes toward the teaching process and children became more positive between the initial and interim administrations and that this movement seemed to reverse itself somewhat from May '69 to May '70, when the students were in their first year of actual paid teaching--mainly in inner-city schools.

It is interesting to note the decrease in the standard deviation, especially from initial to interim administrations, indicating that the participants generally became more homogeneous in their perception of the educational function.

3. MTES Teaching Stems

This incomplete sentence technique was developed as another approach to mapping the nature and development of participants' educational attitudes. As is indicated by the results presented on p. 52 of the Interim Report*, there was a significant shift toward attitudes approximating an enabling model for teacher functioning by participants between May 1968 and May 1969. Further use of this instrument was abandoned after 1969 because it seemed particularly subject to "instrument decay" when used repeatedly. It was replaced by the Val-Ed (see next section) in the May 1970 assessment.

4. Val-Ed

This instrument, developed by William Schutz, describes an individual's perception of various educational relationships (e.g., teacher-student, teacher-administrator, administrator-community) in terms of three dimensions: Inclusion; Control; Affection. These three dimensions are seen as being central to all interpersonal relationships and provide a useful profile describing the way in which a person structures his relationships with others. Inclusion--refers to the extent to which in a relationship it is important for a person to be regarded as significant (recognized, included) by others or to extend such recognition to others. Control refers to the extent, in a relationship, that the individual is concerned about the issue of control, about who makes decisions and directs the interaction. Affection deals with a person's concern, in a relationship, that feelings be expressed and accepted. Since there were no previous scores against which the May 1970 Val-Ed scores could be compared, a comparison group, located in the spring of 1969 (see Section III,A) was recontacted and asked to take the instrument. Their scores provided a basis for comparing the educational values of ETEP participants to those of similar graduates of a traditional teacher education program. Table 10 presents the results of the analyses of these results.

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*The MTES Report, June, 1969, to the Teachers Reserve Office.

Table 10: Comparison of ETEP participants and a group of graduates of a traditional teacher education program, on the Val-Ed scale.

Scale	$\bar{X}$ ETEP	s.d. ETEP	$\bar{X}$ comp.	s.d. comp.	t	P
Teacher-Community						
Inclusion	5.34	2.04	4.90	1.64	.6013	N.S.
Control	2.86	1.11	2.80	1.72	.1312	N.S.
Affection	5.90	1.67	5.30	2.00	.9059	N.S.
Administrator-Teacher						
Inclusion	5.41	1.54	6.20	1.66	.1334	N.S.
Control	3.03	1.16	2.80	1.60	.1982	N.S.
Affection	5.93	1.91	5.70	1.79	.1176	N.S.
Administrator-Community						
Inclusion	4.38	2.51	4.30	2.79	.1702	N.S.
Control	5.24	1.74	3.80	1.54	2.2691	$<.05$
Affection	5.59	1.92	5.80	1.60	.2343	N.S.
Teacher-Child						
Control	1.45	1.07	2.60	1.28	-2.7109	$<.05$
Affection	7.76	1.10	6.60	1.74	2.3751	$<.05$

These results indicate that on three of the 11 scales examined there were significant differences between the ETEP and Comparison groups. The first of these differences (administrator-community-control) indicates that the ETEP group believes that the administrator should be responsive to community control to an extent significantly greater than indicated by the comparison group. The remaining two differences deal with the teacher-child relationship and indicate that the ETEP group feels the teacher should be significantly more expressive of feeling and affection toward them than was true of the comparison group. These latter findings are considered important since they seem to confirm the earlier trend identified by the MTES Teaching Stems toward a more facilitative child-oriented view of education. Throughout the Program there was an emphasis placed upon helping students develop self-direction and upon helping participants move toward honest, open, sensitive relationships with students. The teacher-child "control" and "affection" results (there is no inclusion score for Teacher-child) seem to indicate that the Program has left its stamp on participants' attitudes in this respect.

5. Semantic Differential

Table 11 presents the means for the three factor scores of each concept (i.e. teachers, students) at each of three administrations of the Semantic Differential (February 1968, May 1969, May 1970). Tables 12 and 13 present t test results for a comparison of the initial and mean factor scores of the two concepts respectively.

Table 11: Factor means on three administrations of the Semantic Differential for the concepts-Teacher, student.

Administration	Teacher			Student		
	Evaluation $\bar{X}$	Potency $\bar{X}$	Activity $\bar{X}$	Evaluation $\bar{X}$	Potency $\bar{X}$	Activity $\bar{X}$
May '68	6.30	10.82	8.19	8.11	9.63	9.07
May '69	10.30	10.59	10.48	11.33	12.07	11.44
May '70	9.07	10.44	9.37	9.63	10.67	9.63

In addition to the ratings reported in section II, A1, which looked at changes in self-perception, Semantic Differential ratings were gathered for the concepts "Teachers" and "Students." It was felt that these descriptions would yield useful data on the participants' developing perception of these two central figures in the educational process.

Table 12: Results of t-tests between factor means of initial and final administrations of the Semantic Differential for the concept "Teachers"

Comparison	Evaluation		Potency		Activity	
	t	P	t	P	t	P
May '68 - May '70	-5.63	<.01	.75	N.S.	3.51	<.01

Table 13: Results of t-tests between Factor means of initial and final administrations of the Semantic Differential for the concept "Student"

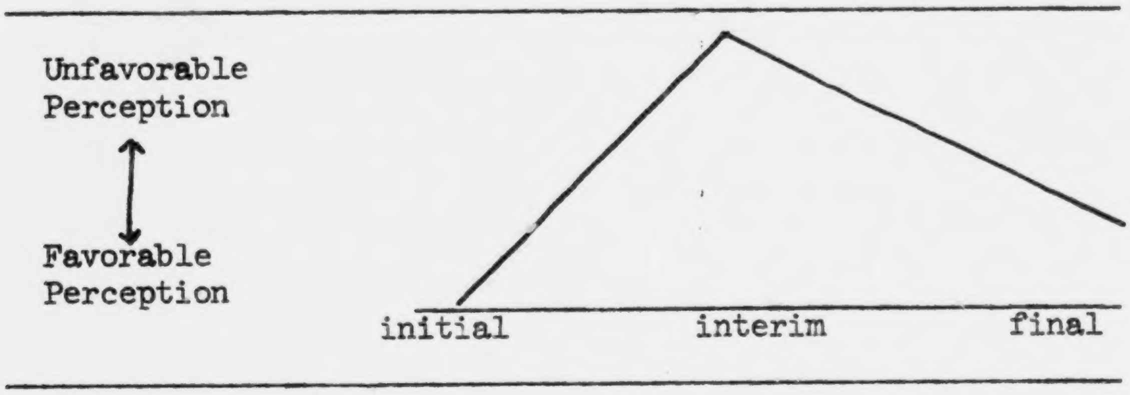
Comparison	Evaluation		Potency		Activity	
	t	P	t	P	t	P
May '68 - May '70	-1.71	N.S.	-29	N.S.	0.0	N.S.

These ratings were obtained three times--May 1968, May 1969, May 1970. Table 11 presents the means for each factor (evaluation, potency, activity) for each administration. Tables 12 and 13 present the values resulting from t-tests carried out on the various factors for different combinations of administrations.

It is interesting to note the pattern of scores across the three administrations. The interim administration (May '69) came after most of the participants had gained some field experience but before they had assumed full responsibility for a classroom. Across both concepts, and all factors except potency for "Teachers," ratings are least favorable at the interim point then swing back to a more favorable point at the final administration. Thus for example on the evaluation factors teachers and students are seen as less "good" at the interim point than initially. The final evaluation scores for both concepts become more positive at the final administration but still remain less "good" than the initial ratings.

Perhaps this pattern, which can be illustrated by Figure 1, reflects a dampening of participants initial idealism, by their first field experience--a dampening which is only partially offset by more extended practical experience.

Figure 1: Pattern of scores on Semantic Differential from initial to interim to final administrations



C. Interpersonal effectiveness

This area, prior to the participants' going out into the schools was measured by the Communication Task. The Communication Task was developed by David Hunt to assess effectiveness in interpersonal communications. In the ETEP adaptation, the Communication Task is a situational task which requires the subject to teach a concept which is central to the social studies (e.g., scarcity, conflict, etc.) to a role-played elementary school student. The subject is faced with obstacles to communication and responses are judged in terms of the subject's ability to accurately "tune-in" upon and understand the student's reactions and to act effectively upon the data received. As scores increase, an increase in the subject's ability to focus in upon the student's frame-of-reference and put this to work in the learning situation, is reflected.

The Communication Task was administered in February, 1968, and May, 1969. The results of Communication Task score analyses are presented in Table 13a.

Table 13a: t-test of Mean Differences between Communication Task scores, February, 1968 and May, 1969. (N = 28)

Administration	$\overline{X}$	s.d.	t	P
February '68	14.43	3.37	.47	N.S.
May '69	14.86	3.13		

These results indicate a small, but non-significant increase from 1968-1969 in interpersonal effectiveness in this simulated teaching situation.

D. Summary--internal focus

One of the most striking developmental patterns which emerges from the findings reported is that of a movement by participants, toward a level which can generally be described as "less favorable" at the interim evaluation, followed by a small, but noticeable movement back toward a "more favorable" position at the final evaluation. This pattern was noticed with regard to self perceptions (Semantic Differential), attitudes toward the teacher-student interaction (PARI) and perceptions of teachers and students. (Semantic Differential.) The interim evaluation was carried out the spring (1969) prior to the entry of most participants into the phase of the program which emphasized full responsibility in the classroom. It almost seemed as if their contact with education over the initial year and a half of the Program led them to abandon many of their initial glowing views of education. However, after the year of classroom experience they begin, in these cases, a more realistic, balanced shift back toward their initial views.

On some of the instruments we find very little change. The lack of significant or systematic changes on the Rokeach or POI suggest that the span of time covered by their participation was not characterized by any significant shift in the participants' central value structure.

A final pattern observed, on some variables, is that of a general decline, over the Program in a direction which might, initially, be considered as unfavorable. The MTAI results in which participants ended up resembling less a criterion group of experienced teachers than they had initially, and the PDI-5 results which indicated a gradual decline in "person-orientedness," stand as examples of this pattern.

Perhaps both of these findings reflect the impact upon the participants, increasingly as the Program continued, as having to cope with a reality which demanded that one hold one's own in a setting (inner-city schools for the most part) where environmental management and task achievement were important. It is not that the participants became highly non-personally oriented, nor did they become greatly negative in their attitudes toward education, it is rather that a balance seems to have been struck between initial enthusiasm and the demands of reality.

We thus end up with a picture of the participants, during the Program as having gone through a process of modification of a variety of educational values and perceptions and yet who, beyond these changes indicate, to an extent significantly greater than a group of similar graduates of a traditional teacher education program (see discussion of comparison group, III, A) on the Val-Ed, a preference for close, warm, facilitating rather than directing relationships with students.

III. The external focus

This aspect of the assessment plan moved beyond the intra-Program investigation, reported in the previous section, to examine the characteristics of ETEP participants with reference to non-Program comparison groups. These examinations centered primarily upon a comparison of ETEP and non-ETEP groups in terms of teaching behaviors and teaching outcomes. There are five major divisions of this focus: participants' status at the end of formal training; teaching behavior and outcomes; students' (in ETEP classrooms) behavior and attitudes; administrators' evaluations and reactions.

A. Participants' status, on various dimensions, at the end of pre-service training (May, 1969)

This facet of the assessment was carried out in the spring of 1969 by Ralph Gabrielli, Research Assistant, and compares the ETEP group to a similar group of women enrolled in the regular teacher preparation program at Syracuse University. Mr. Gabrielli's report of these comparisons makes up the remainder of Section III, A.

* * * * *

The end of the third semester of the five semester ETEP Program represented a point of departure for the Program students. At that point, the major program focus shifted to actual classroom teaching for the two remaining semesters. At that point, therefore, a comparison group was selected for the purpose of discovering what similarities and differences existed between ETEP participants and students in a standard teacher training program.

The comparison group was composed of twenty female elementary teacher trainees enrolled in Syracuse University's regular Graduate Teacher Preparation Program (GTPP). Selection for inclusion in the comparison group was based on general similarity to the experimental group on the following variables: age, sex, undergraduate preparation, portion of degree requirements completed, and previous teaching experience.

To compare the two groups, a battery of tests, including the Rokeach Dogmatism Scale, the Minnesota Teacher Attitude Inventory (MTAI), the Parental Attitude Research Inventory (PARI), the PDI-5 (Person Description Instrument developed by Roger Harrison), Osgood's Semantic Differential, Heck's Communication Task, The Response Process (developed by Pearson & Gabrielli), and a Program Evaluation Questionnaire (Pearson & Gabrielli) were administered to both groups and t-tests for unrelated means were used to test for significance of differences.

Table 14: Comparison between ETEP and GTPP students on selection criteria for comparison group

Variable	ETEP	Comp
Percent female	100	100
Average age	37	33
Age range	25-49	23-52
Percent married	100	100
Average number of children (to nearest whole child)*	3	2
Undergraduate major	lib. arts	lib. arts
Formal teaching experience	negligible	negligible
Average portion of degree requirements completed	three semesters of a five semester program (60%)	25 credit hours of a 36 credit hour program (70%)
Miller Analogies Score (Mean)	56.4	55.7

* Unmarried comparison group members were not included in this tally.

1. Rokeach Dogmatism Scale--(see Section II, A3 and Appendix Five for a description of this instrument).

Table 15: t-test of mean differences between ETEP and comparison group in the Rokeach Dogmatism Scale

$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP COMP	d.f.	t	P
105.26	112.90	-7.64	45	-1.81	N.S.

The Rokeach score indicates dogmatism directly, i.e., the higher the score, the more dogmatic the subject is said to be. The ETEP participants, then, were less dogmatic and while the t-score was not significant, it approached significance at the .05 level. It has been noted elsewhere that the Rokeach score of ETEP participants on their entrance into the Program was 111.07 and that this score decreased over the life of the Program (that is to say, they became less dogmatic). What is interesting to note is that the earlier ETEP score very closely resembles the comparison group score.

2. Minnesota Teacher Attitude Inventory--(see Section II, B1 for a description of this instrument).

Table 16: t-test of mean differences between ETEP and comparison group scores on the Minnesota Teacher Attitude Inventory (MTAI)

$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
61.04	60.55	.49	42	.06	N.S.

The MTAI score indicates the extent of a respondent's resemblance to a criterion group of "effective" teachers, with respect to attitudes toward the educational process, and the higher the score, the stronger the likeness. While the ETEP score is higher, the difference is too slight to be meaningful.

3. Parental Attitude Research Inventory--(See Section II, B2 for a description of this instrument)

Table 17: t-test of mean differences between ETEP and comparison groups on the Parental Attitude Research Inventory (PARI)

$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
78.84	86.20	-7.36	43	-2.03	$<.05$

The PARI score measures attitude towards children, school, and the teacher-child interactions with lower scores generally indicating more positive orientations towards the teaching process and towards children. Table 17 shows that there is a significant difference at the .05 level between the groups and that the ETEP participants approach children and teaching more positively.

4. Person Description Instrument--(See Section II, A2 for a description of this instrument).

Table 18: t-test of mean differences between ETEP and comparison groups on the PDI-5

$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
7.69	7.95	-.26	45	-.15	N.S.

The PDI-5 score indicates the degree to which an individual is "person-oriented" in his perceptions of others. While the comparison group's higher score indicates greater "person-orientation," the difference is not significant at the .05 level.

5. Semantic Differential

The Semantic Differential employs three "dimensions of meaning" --Evaluation (good-bad), Potency (strong-weak), and Activity (active-passive)--to determine the attitudinal direction and intensity which given concepts hold for respondents. For MTES purposes, the concepts investigated were "ME", "TEACHERS" AND "STUDENTS". Generally, lower scores on the "dimensions" indicate that the respondent feels that the concept under investigation is better (Evaluation), stronger (Potency), and more active (Activity).

Table 19: t-test of mean differences between ETEP students and comparison group on the Semantic Differential--"ME"

	$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
Evaluation	7.70	6.75	.95	45	1.74	N.S.
Potency	12.59	12.40	.19	45	.30	N.S.
Activity	8.63	8.20	.43	45	.54	N.S.

Table 20: t-test of mean differences between ETEP and comparison groups on the Semantic Differential--"TEACHERS"

	$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
Evaluation	10.30	8.05	2.25	45	2.89	<.01
Potency	10.59	10.50	.09	45	.15	N.S.
Activity	10.48	9.00	1.48	45	1.93	N.S.

Table 21: t-test of mean differences between ETEP and comparison groups on the Semantic Differential--"STUDENTS"

	$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
Evaluation	9.63	8.60	1.03	45	1.44	N.S.
Potency	12.07	11.85	.23	45	.29	N.S.
Activity	10.67	8.75	1.92	45	3.03	<.01
Total	32.37	29.20				

In every case, the comparison group felt more positively about the concepts being studied. With respect to the concept "ME", the comparison group felt it was "better" (dimension: Evaluation) to a degree which approached significance--(<.10). With respect to "TEACHERS", the comparison group felt that teachers were significantly "better" (.01 level) and that teachers also more active. With respect to "STUDENTS", the comparison group viewed students as less passive or significantly "better" (.01 level) than did the ETEP group.

6. Communication Task and Response Process

In the Communication Task, which tests a subject's ability to accurately perceive and utilize a student's reference point in teaching him a lesson, and in the Response Process, which tests the degree to which a subject engages in a general problem—solving sequence with respect to planning a lesson, the differences between the groups were negligible, as is indicated by the results presented in Tables 22 and 23.

Table 22: t-test of mean difference between ETEP and comparison groups on the Communication Task

$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
14.86	15.90	-1.04	46	-.08	N.S.

Table 23: t-test of mean difference between ETEP and comparison groups on the Response Process

$\bar{X}$ ETEP	$\bar{X}$ COMP	D ETEP-COMP	d.f.	t	P
28.93	28.95	-.02	48	.00	N.S.

7. Program Evaluation Questionnaire

The Program Evaluation Questionnaire (see Appendix Six for example) was designed to elicit how satisfied teacher education program participants were with their programs and consisted of twenty-four statements relating to six scales: student focus; program flexibility; personal involvement; personalization of relationships; overall evaluation; relevancy of program.

The scales are ordered so that high scores indicate positive feelings about one's education program. Of all the differences which were found to exist between the groups, those elicited by this anonymously administered instrument were the most dramatic. On all scales, ETEP participants felt significantly (far beyond the .001 level) more positive about their program than did the comparison group. A 5-point scale (from "Strongly Disagree" to "Strongly Agree") was used and, since each of the instrument's scales consisted of four items, a scale score of 4 would be completely negative, a score of 12 would be neutral, and a score of 20 would be completely positive. Table 24 indicates that, in general terms, the comparison group had negative feelings about their program on four of the scales and were neutral on two, while the ETEP participants were satisfied with their program in the extreme.

Table 24: t-test of mean difference between ETEP and comparison groups on the Program Evaluation Questionnaire

Scale	$\overline{X}$ ETEP	$\overline{X}$ COMP	D ETEP-COMP	d.f.	t	P
Student focus	17.28	10.58	6.70	46	8.41	all
Flexibility	17.72	9.63	8.09	46	8.09	significant
Involvement	16.52	10.32	6.20	46	7.10	at the
Personalization	18.38	13.37	5.01	46	6.35	.001 level
Evaluation	17.66	10.42	7.24	46	10.76	and beyond
Relevancy	18.45	12.42	6.03	46	7.06	

8. Summary--pre-service status

At an intermediate point in the ETEP, a comparison group was drawn from Syracuse University's regular graduate teacher training program for the preparation of elementary school teachers. This group consisted of twenty members who closely resembled the ETEP students on certain variables (Table 14). A battery of tests including the Rokeach Dogmatism Scale, the Minnesota Teacher Attitude Inventory (MTAI), the Parental Attitude Research Inventory (PARI), the Person Description Instrument (PDI-5), the Semantic Differential, the Communication Task, the Response Process, and a Program Evaluation Questionnaire were administered to both groups.

The ETEP group seemed somewhat less dogmatic (Table 15), seemed to have had a more facilitating approach to children and teaching (Table 16), saw teachers as poorer and students as more passive than did the comparison group (Tables 20, 21) and showed a great deal more satisfaction about their teacher education program than did the comparison group (Table 24).

B. Teaching behaviors and outcomes

This aspect of the assessment followed the participants into their actual teaching situations in the schools to examine their teaching behaviors and the impact of these behaviors upon student's academic achievement. To provide a point of reference for these examinations, "comparison classrooms" were located in each of the schools in which participants were placed. In an ideal situation it would have been possible to locate a classroom in which both the teacher and the students were similar to the ETEP teacher and students to which they were contrasted: in reality this was not possible, so a decision was made to equate students as closely as possible and make the teacher comparison in light of whatever differences might have existed.

1. Teaching behavior

In order to get a picture of the nature of ETEP participants' activities in the classroom (as contrasted to the non-ETEP comparison group) visitations were made to the classrooms for the purpose of making observations and of obtaining audio-taped samples of teacher-student verbal interaction. The observations provided information concerning teachers' classroom organization and use of materials; the audio-tapes allowed the analyses of classroom verbal procedure, developed by Dean Wiles as an extension of the verbal interaction analysis of Zaret (see next section), to provide this data. Because of the fact that the ratio scores tend not to be normally distributed, the findings are presented in a descriptive, rather than a statistical format.

a. Classroom observations

The observation data was collected by Dean Wiles, a graduate student in Education at Syracuse University, during the evaluation of the instructional program of selected ETEP teachers in the Seymour, Stonehedge and Cazenovia schools.

The methods of data collection included Classroom Observation, a Teacher Interview and a Pupil Interview. All 18 teachers (ETEP-comparison) were evaluated by the Observation Instrument. Only second and Third grade teachers who teach reading were involved in the interviewing.

The data is reported in a form which contrasts ETEP to comparison groups. The categories of data, by evaluating instrument are as follows:

1). Learning Tasks--The data is presented in two forms.

a). Learning Task: Pupil Ratio

The ratio of learning tasks observed, to the average number of pupils engaged in the learning tasks. The lower the ratio the more individualized is the activity of the classroom.

b). Rate of Individualization:

In percentage form, the actual ratio of individualization observed as compared to the ratio of individualization possible. The higher the rate, the more individualized.

2). Teacher-Learner Contact--The data is presented in two forms:

a). Teacher-Learner Contact Ratio.

The ratio of the number of times the teacher was in contact with learner to the average number of learners contacted per incident of contact. The lower the ratio the more individualized.

b.) Rate of Individualization:

In percentage form, the actual ratio of individualization observed as compared to the ratio of individualization possible. The higher the rate, the more individualized.

3.) Props (teaching/learning aids and materials)

a.) Rate of learner use:

The percentage of props used by learners.

b.) The Teacher Interview:

Data is recorded in three categories:

1.) Teacher information concerning Props:

The number represents the number of props (aids, materials, resources) the teacher mentioned during the interview.

2.) Teacher information concerning Learners as Individuals:

The average number of items of information the teacher provided the interviewer about the three learners in her classroom to be later interviewed.

3.) Teacher information concerning the Characteristics of Learner:

The number of items of information the teacher provided the interviewer about learners and their degrees of independentness and goal setting abilities.

4.) Total teacher information provided. (A total of the three categories above.

4.) Analysis of teacher statements--

This analysis was carried out to determine if there were differences between the instructional verbalizations of ETEP and non-ETEP teachers. The framework within which teacher verbal statements were analyzed is that developed by Esther Zaret of Marquette University. The Zaret system describes teacher statements as being either "role-oriented" or "transaction-oriented" in nature. The "role-oriented" statements reflect a teacher's belief that there is a "right" answer and that her function is to "bring" the child to an internalization of this right answer. The "transaction-oriented" statements reflect a teacher's concern to stay close to student's perception, needs and interests and to facilitate a student in working toward goals that are relevant to him.

(Continued after Table 25 on next page.)

Table 25: Comparisons between ETEP and non-ETEP teachers on aspects of classroom organization-teacher functioning

(Observation Instrument)	ETEP Median	Comparison Teacher-Median	Total Median	Dif-ference
Learning Task : Ratio	.072	.116	.083	+.044
Learning Task : Rate	.654	.481	.644	+.173
Teacher-Learner: Ratio	.025	.058	.033	+.033
Contact : Rate	.867	.735	.881	+.132
Learner Usage of Props : Rate	.714	.667	.698	+.047
(Teacher Interview)				
Props	18	11	18	+7
Learners as Individuals	19.9	17.2	19.7	+2.7
Learners as Characteristics	11.5	13	12	-1.5
Total Information Given	58.8	44.5	52	+14.3

4.) Analysis of teacher statements--(continued from previous page)

A full day of verbal interaction in each classroom was recorded. From this taped interaction a 20 minute sample of teacher-student interaction for each classroom. The criteria for the selection of these segments were that it be understandable and that it contain both teacher and student interaction. These segments, in a random sequence, were re-recorded onto a master tape. The master tape was then rated, within the Zaret framework, by a trained rater who was naive as to whether or not a particular segment was an ETEP or non-ETEP classroom. The results of these ratings, tested by means of the X^2 test of association, are presented in Table 26.

Table 26: X^2 test comparing ETEP and non ETEP teachers on the use of role-oriented and transaction-oriented verbal statements

Group \ Style	Transaction	Role
ETEP	186	443
Comparison	39	204

$X^2 = 21.6764$ $(P < .001)$

These results indicate a tremendously significant association between ETEP status and higher usage of the transaction-oriented category. Though these findings indicate only strength of association, rather than a cause-and-effect relationship, the close theoretical ties between the enabling goals of the ETEP and the style of teacher operation represented by the transaction-oriented category, seem to suggest that we can trace the program's impact in the classroom verbal behavior of the participants.

2. Teaching outcomes--Student Achievement Data

During the last two semesters of the ETEP Program ('69-'70 academic year,) participants, as has previously been indicated, assumed full classroom teaching responsibilities. From the standpoint of evaluation, it was important to determine the effect of ETEP participants upon their students' achievement. To assess student achievement, standardized reading and arithmetic tests were administered to students of those ETEP participants teaching at or above the second grade level and to appropriate comparison groups. Forms 1 and 2 of the *Gates-MacGinitie Reading Test*, which has vocabulary and comprehension sub-tests and forms Q and R of the California Test Bureau's *Comprehensive Tests of Basic Skills* (arithmetic computation and application sub-tests) were used. For both tests, the first administration came in October, 1969 and the second, using parallel forms, in late May, 1970. The children tested included ETEP and comparison group students from second and third grades at Stonehedge (West Genesee School District), from third grade at the Green Street School (Cazenovia School District), and from third and fourth grades at Seymour School (Syracuse City School District). The children taught by the three ETEP classroom teachers at Sumner School were not included because the ETEP Director was assisting *all* teachers in that building to improve their teaching. This invalidated any possible comparison group.

No arithmetic scores are reported from Seymour School because the arithmetic classes were homogeneously grouped which did not allow for a suitable comparison group. For example, if an ETEP-taught fourth grade class contained the lowest third of the fourth grade arithmetic students there was not a similar group taught by either of the other two fourth grade teachers.

The tables which follow present the results of the achievement testing and the t-tests to determine if mean change scores (pre to post) are significantly different between the groups.

Results of Gates-MacGinitie Reading Test
Stonehedge School, Grade 2

Table 27: Mean raw scores

ETEP	Vocabulary $\bar{X}$ raw score	Comprehension $\bar{X}$ raw score
Pre	20.44	12.88
Post	26.76	19.68
Diff	6.32	6.80
Comp. Group		
Pre	23.74	16.74
Post	32.67	24.00
Diff	8.93	7.26

Table 28: t-test or mean differences of pre-post differences, Grade 2, Stonehedge--Vocabulary, Comprehension

Sub Test	ETEP $\bar{X}_D$	Comp. Gp. $\bar{X}_D$	D	d.f.	t	P
Vocab.	6.32	8.93	-2.61	50	-1.38	N.S.
Comp.	6.80	7.26	-.46	50	- .19	N.S.

Results of Gates-MacGinitie Reading Test
Stonehedge School, Grade 3

Table 29: Mean raw scores

ETEP	Vocabulary $\bar{X}$ raw score	Comprehension $\bar{X}$ raw score
Pre	30.81	26.76
Post	38.05	32.35
Diff	7.24	5.59
Comp. Group		
Pre	31.08	27.19
Post	38.69	35.31
Diff	7.61	8.12

Table 30: *t*-test on mean pre-post differences, Grade 3, Stonehedge--Vocabulary, Comprehension

Sub Test	ETEP $\bar{X}_D$	Comp. Gp. $\bar{X}_D$	D	d.f.	*t*	*P*
Vocab.	7.24	7.61	-.37	78	-.22	N.S.
Comp.	5.59	8.12	-2.53	78	-.96	N.S.

Results of Gates-MacGinitie Reading Test
Green Street School, Grade 3

Table 31: Mean raw scores

ETEP	Vocabulary $\overline{X}$ raw score	Comprehension $\overline{X}$ raw score
Pre	35.38	30.57
Post	41.76	36.81
Diff	6.38	6.24
Comp. Group		
Pre	36.19	33.00
Post	42.14	38.71
Diff	5.95	5.71

Table 32: t-test on mean pre-post differences, Grade 3, Green Street--Vocabulary, Comprehension

Sub Test	ETEP $\overline{X}_D$	Comp. Gp. $\overline{X}_D$	D	d.f.	t	P
Vocab.	6.38	5.95	.43	40	.32	N.S.
Comp.	6.24	5.71	.53	40	.05	N.S.

Results of Gates-MacGinitie Reading Test
Seymour School, Grade 3

Table 33: Mean raw scores

ETEP	Vocabulary $\overline{X}$ raw score	Comprehension $\overline{X}$ raw score
Pre	22.82	12.33
Post	32.39	19.48
Diff	9.57	7.15
Comp. Group		
Pre	27.91	15.52
Post	34.13	22.70
Diff	6.22	7.18

Table 34: t-test on mean pre-post differences, Grade 3, Seymour School, Vocabulary, Comprehension

Sub Test	ETEP $\overline{X}_D$	Comp. Gp. $\overline{X}_D$	D	d.f.	*t*	*P*
Vocab.	9.57	6.22	3.35	54	1.14	N.S.
Comp.	7.15	7.18	- .03	54	- .02	N.S.

Results of Gates-MacGinitie Reading Test
Seymour School, Grade 4

Table 35: **Mean raw scores**

ETEP	Vocabulary $\bar{X}$ raw score	Comprehension $\bar{X}$ raw score
Pre	29.00	24.80
Post	33.87	27.73
Diff	4.87	2.93
Comp. Group		
Pre	30.91	22.50
Post	34.50	27.09
Diff	3.59	4.59

Table 36: t-test on mean pre-post differences, Grade 4, Seymour School Vocabulary, Comprehension

Sub Test	ETEP $\bar{X}_D$	Comp. Gp. $\bar{X}_D$	D	d.f.	*t*	*P*
Vocab.	4.87	3.59	1.28	35	.39	N.S.
Comp.	2.93	4.59	-1.66	35	-.53	N.S.

3. Teaching outcomes--Results of the Comprehensive Tests of Basic Skills (CTBS) Arithmetic Tests, Computation and Application Sub tests

Results of CTBS Arithmetic Tests
Stonehedge School, Grade 2

Table 37: Mean raw scores

ETEP	Computation $\bar{X}$ raw score	Application $\bar{X}$ raw score
Pre	16.42	6.27
Post	27.90	10.23
Diff	11.48	3.96
Comp. Group		
Pre	18.60	7.70
Post	30.25	10.20
Diff	11.65	2.50

Table 38: t-test on mean pre-post differences, Stonehedge School, Grade 2 Computation, Application

Sub Test	ETEP $\bar{X}_D$	Comp. Gp. $\bar{X}_D$	D	d.f.	t	P
Compu.	11.48	11.65	-.17	47	-.07	N.S.
Appl.	3.96	2.50	1.46	47	1.04	N.S.

Results of CTBS Arithmetic Tests
Stonehedge School, Grade 3

Table 39: Mean raw scores

ETEP	Computation $\bar{X}$ raw score	Application $\bar{X}$ raw score
Pre	30.96	12.73
Post	45.00	14.52
Diff	14.04	1.79
Comp. Group		
Pre	31.00	13.09
Post	48.18	15.90
Diff	17.19	2.81

Table 40: t-test on mean pre-post differences, Stonehedge School, Grade 3 Computation, Application

Sub Test	ETEP $\bar{X}_D$	Comp. Gp. $\bar{X}_D$	D	d.f.	*t*	*P*
Compu.	14.04	17.19	-3.15	48	-.52	N.S.
Appl.	1.79	2.81	1.02	48	-.89	N.S.

Results of CTBS Arithmetic Tests
Green Street School, Grade 3

Table 41: Mean raw scores

ETEP	Computation $\overline{X}$ raw score	Application $\overline{X}$ raw score
Pre	25.90	13.80
Post	39.64	15.06
Diff	13.74	1.26
Comp. Group		
Pre	29.92	13.22
Post	49.50	16.54
Diff	19.58	3.32

Table 42: t-test on mean pre-post differences, Green Street School, Grade 3 Computation, Application

Sub Test	ETEP $\overline{X}_D$	Comp. Gp. $\overline{X}_D$	D	d.f.	t	P
Compu.	13.74	19.58	-5.84	36	-1.96	N.S.
Appl.	1.26	3.32	-2.06	36	-1.83	N.S.

4. Summary of achievement test findings

Considering the Raw score tables, we find that the two suburban schools--Stonehedge and Green Street--tend to resemble each other to show greater gains that the inner-city Seymour School.

The t-tests indicate that there are no significant differences between any of the classes. This means that ETEP students seem to have "held their own" even when compared to better-than-average teachers with considerably more experience. (See principals' rating of comparison group teachers' ability to teach reading and arithmetic--p. 51 footnote.)

C. Student behaviors and outcomes

The observational and verbal interaction analysis procedures reported in the preceding sections were extended to look at student classroom verbal behavior and the perceptions which students have of their roles in the educational process. The first section which follows reports the results of an analysis of taped student verbal behavior and the second reports an analysis of data obtained during structured interviews which were carried out with a random sample of students from ETEP and non-ETEP classrooms to elicit their perceptions of the educational process.

1. Student verbal behavior

The same tape segments gathered to examine teacher classroom verbal behavior (see section III B, 1, b above) were analysed using the Zaret framework. This framework described student behavior as being either "productive" or "reproductive" in nature. "Productive" statements reflect an attempt, on the students' part, to work through their own understanding of material, concepts or situations, while "reproductive" statements, in essence reflect an attempt, on the students' part to come up with the "right" answer, the one which he feels the teacher wants him to bring forth. The results of this analysis are presented in Table 43.

Table 43: X^2 test comparing students in ETEP and non-ETEP classrooms in the use of Productive and Reproductive Verbal statements.

Style Group	Productive	Reproductive
ETEP students	169	343
Comparison students	39	136

$X^2 = 58.8$ $P < .001$

These results indicate that to a significantly greater extent "productive" verbal behavior was associated with ETEP students than was true with the non-ETEP students and, conversely, "reproductive" behavior was associated with non-ETEP students. It should be noted that for both ETEP and comparison groups the percentage of productive responses was relatively low (.49 and .29 respectively); however, the higher incidence of this type of response among the students of ETEP is encouraging. The theoretical foundation upon which the ETEP was based stresses education for "responsible independence." Certainly, that which Zaret described as "productive" behavior stands as an indicator of students who are engaged in the process of developing their own understandings and perspectives rather than parroting back the ready-made pre-digested answers of a textbook or teachers.

2. Student understanding of the educational process

Wiles extended the Zaret framework to describe students' perception of the educational process. Using a structured interview-procedure, a random sample of students from ETEP and non-ETEP classrooms were interviewed. The focus of the interviews and the descriptive data they provided are reported below. The learner interview data is recorded in three categories. Each item of data represents an average of three pupils.

a) Scope and Sequence:

The number of items of information the learner provides the interviewer about the scope and sequence of instruction.

b) Reasons for Instruction:

The number of items of information the learner provides the interviewer concerning his perceived reasons for instruction.

c) Relationships of the Learner to perceived expectations for instruction:

The number of items of information the learner provides the interviewer concerning his or her progress within the instructional program as compared to his or her perception of expected progress.

d) Average total learner information provided.

e) Description of findings:

The descriptive analysis of the interview findings are presented in Table 44.

Table 44: Comparisons between students in ETEP and non-ETEP classrooms on perceptions of the learning process

Sub scale	ETEP Median	Non-ETEP Median	Total Median	Difference
Learner Interview				
Scope and Sequence	6.9	5.2	5.7	+1.7
Reasons for Instruction	3.8	3.5	3.7	+ .3
Relationship to Instruction	4.5	5.0	5.3	- .5
Average Total	14.5	13.9	14	+ .6

On three of the four sub-scales the students from ETEP classrooms were able to provide more information, regarding the working of the educational process and their place within it. However, these differences are small and suggest that whatever differences existed in the operation of ETEP classrooms, these did not result in an explicitly different view, on students part, of the process of education, and their participation in that process.

D. Administrator's evaluations and reactions

During their final on-the-job year, ETEP students worked at four schools. Administrators of each of those schools were asked to rate the ETEP students as compared with beginning first year teachers which their schools had hired during the last three years. Of the 29 ETEP teachers, 10 were rated as being among the best beginning first year teachers the school had employed; 8 ranked just below that category; 3 rated "better than average"; 6 were ranked as average. Only 2 ETEP teachers were rated as less than average. One was just below average. The other was "one of the poorest first year beginning teachers" whom the school had employed the last three years.

The questionnaire is reproduced and discussed further on p. 52 above.

E. Summary--external focus

Moving beyond the intra-individual and intra-program comparisons of the internal assessment, what are the characteristics and teaching accomplishments of ETEP participants when they are contrasted to a non-ETEP population?

In contrast to a demographically similar group of women completing a traditional teacher education program, ETEP participants were found to be somewhat less dogmatic (probably a reflection of the original ETEP selection procedure). Also, while no significant differences were found in general attitudes toward education (MTAI) the ETEP group was found to be more facilitatively oriented in their view of teacher-student relationships and interaction (PARI, Val-Ed). In their perceptions of themselves, teachers and students, the only differences observed between the two groups were that the ETEP group perceived teachers as less positive and students more passive.

No differences were found between the two groups in simulations of teaching situations (Communication Task, Response Process) which were designed to explore the process used by individuals to generate their educational responses, as well as the nature of those responses themselves. It was in the area of subjective evaluation of their teacher education programs that the strongest differences were found between the two groups. The ETEP group was significantly more positive in their evaluations of their program as contrasted to the more neutral evaluations of the regular program students.

When ETEP participants entered the schools to assume teaching positions another group was used for comparison purposes. This group was composed of teachers, in the same schools, at the same level, who taught students who were generally similar to the students in ETEP classrooms. Though these comparison teachers were more experienced it was found, through classroom observation, interviews and analysis of teacher-student interaction that: (1) the ETEP group generally organized their instruction in a manner which was more facilitative of individualized activity by students; (2) the ETEP group were generally more aware of their students as unique individuals; (3) the ETEP group were greatly more "transaction oriented" in their interaction with students (i.e., tended to concern themselves with supporting the students' interests and attempts to gain understanding rather then pushing the "right" answer).

When students of these two groups of teachers were examined it was found that: (1) ETEP classrooms generally achieved as well as those in comparison classrooms in reading and arithmetic; (2) ETEP students in response to the higher levels of "transaction-oriented" behavior of their teachers, displayed significantly more "productive" behavior (as opposed to "reproductive" behavior) than the non-ETEP students--that is, they were more apt to express their own opinions, understanding and interests, rather than parroting back the material preferred by the teacher; (3) ETEP students were not significantly more aware of the nature and implementation of their own educational activities.

What does all this add up to? Primarily we see a group of teacher education students who are greatly more enthusiastic about their program than a similar group coming through a traditional teacher education program. We see an ETEP group whose school children, while generally achieving as well as those taught by more experienced teachers, are exposed to a style of teaching which supports and fosters movement toward expression and development of the students' interests and understanding. These students respond with a significantly higher level of "productive" (as opposed to "reproductive") behavior.

CHAPTER SIX: NEXT TIMES?

In this section we shall address ourselves to the questions of the selection and training of an ETEP director, selection of ETEP students, plans for further research using the ETEP approach, and related concerns.

First, what should be kept in mind when selecting and/or training the ETEP director? In order to explain the criteria to use it is necessary to explain the characteristics needed, in general, for an enabling relationship. These characteristics are based on research in the selection and training of counselors.*

The three criteria most important to consider are: (1) the enabler's self-congruence or genuineness; (2) his accurate empathic understanding of the student; and (3) his unconditional positive warmth for the student.

Now let's expand on each of these three criteria:

The enabler's self-congruence or genuineness. Self-congruence refers to one's self-understanding and openness in interpersonal relationships. What one does and says should express what one feels and is. It also implies an enabler who is involved with the student and who, at times, can't help but offer his own feelings and concerns.

The enabler's accurate empathic understanding has to do with a person's ability to "get into the other guy's shoes"--to validly project back to the student that the enabler understands how the student feels about what he is discussing.

The enabler's unconditional positive warmth for the student. Unconditional positive warmth can be described as a "no-strings-attached" acceptance of the student's feelings. This does not mean, necessarily, that the enabler must always agree with or condone the student's activities. Rather it implies that the enabler is a person who reminds the student that he (the student) is basically a worthwhile person, even if the enabler does not sanction what the student is doing, or even if the student is doing things that neither he nor the enabler really desire. Thus, the enabler who has unconditional positive regard for the student, is continually supporting the latter's confidence by reminding him that he can become, he can change, he has potential.

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* See Rogers, Carl, "The Interpersonal Relationship: The Core of Guidance," in Rogers, Carl R., and Stevens, Barry, Person to Person: The Problem of Being Human (Lafayette, Calif.: Real People Press, 1967); and see Truax, Charles B. and Carkhuff, Robert R., Toward Effective Counseling and Psychotherapy: Training and Practice (Chicago: Aldine, 1967).

How can one evaluate an educator on his ability as an enabler in this fundamental sense? Truax and Karkhuff report a series of studies in which tapes of counseling interviews were analyzed, counselees and counselors interviewed.* Scales were developed to measure the counselor in terms of the presence or lack of each of the above named three characteristics. These scales can be used to analyze and rate the audio tapes of conferences held with students, interacting with candidates for the enabling position.

These specific behavioral definitions can also be used, of course, in training an enabler. As the enabler works with students he can analyze his own tapes with the help of an effective counselor educator.

But beyond the criteria for an effective enabling relationship discussed above, what other characteristics should we look for in the candidate for ETEP director? He should have had elementary school teaching experience. He should be a generalist in elementary education, familiar with training teachers in methods of curriculum and instruction, and their psychological and sociological-historical-philosophical foundations.

All of these criteria and characteristics are not uncommon, but when combined in one person, it narrows the field considerably. Therefore it will probably be necessary to select the person who has basic strength in these areas but who can benefit by training himself in certain specifics.

For example, a good person to direct the ETEP might be an educator with a background of elementary teaching and counseling. This person might need to study current trends and materials in the area of curriculum and instruction. He might need to review literature in the psychological and sociological-historical-philosophical foundation areas.

Or, another illustration might be the teacher educator who is known for his open, empathic, enabling counseling ability. This is the person who probably is close to being ideally suited for the ETEP directorship. However, after studying this and other reports of the prototype ETEP he should be given a block of time for preparation and review of any aspect of the job in which he feels a potential weakness.

Whoever is selected to direct the ETEP, he should be given sufficient time to familiarize himself with the local schools and people in those schools who care about moving public education in an enabling orientation. When organizing the ETEP, the new director should make the program a cooperative venture with the public schools. For principals or other public school administrators who want to employ teachers with self-directed learning experience, a cooperative relationship with the ETEP is mutually advantageous. With such a relationship, teachers can be hired who not only have studied the problem of self-direction by trying it for themselves, but also have been trained in the schools where they will eventually work, if selected. This model for operation was best illustrated in the case of Seymour School, its principal, Jack Murray, and the eleven ETEPers who worked there during the last year of the Program.

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* Truax, Charles B., and Carkhuff, Robert R., loc. cit.

Not only should the new director be given sufficient time to explore and cement relationships with public schools. He should be given sufficient lead-time to plan the specifics of his program and to recruit the persons who should be in it. In the case of the prototype ETEP, this lead-time began ten months before the students' first day.

In recruiting and selecting students, the ETEP experience can be helpful. For recruitment, keep in mind that the major problem is to reach people serious about teaching children, who would find satisfaction and profit from a self-directed learning program. Too often, people who are interested in teaching are not particularly independent people themselves and are not particularly interested in helping children to become responsibly independent. These people interested in following the popular image of the teacher, know that in the typical teacher training program and the typical public school, prospective teachers and children are regarded for their dependence--for the acquiescent behavior which, above all else, follows the rule: Find out what the teacher wants, give it to him, and do it quietly.

Ideal ETEP candidates should want an education more productive of responsible independence for themselves and for children they teach. How should we reach these potential ETEP students? One way would be to utilize the 30-minute ETEP film, _An Enabling Education_.* The film emphasizes the enabling relationship between students and director, students' self-evaluation, and students' varied activities as they carry out their individually formulated goals with children.

Public school administrators should be present at meetings where the film is shown and the Program discussed. In this way, it can be emphasized that teachers who are interested in moving toward a more individualized education for children, can secure jobs working for administrators who have similar values.

In recruiting and screening candidates for the Program, the general plan and sequence of ETEP screening proved out well, in the prototype ETEP program. (This is described in Chapter I). In addition to the use of Rokeach's Dogmatism Scale, it probably would be a good idea to use a test of logic and academic aptitude such as Miller Analogies Test. This should be used only as an early screening criterion to discourage people who are extremely low in academic aptitude. One student dropped from the ETEP in the first semester because she simply was overwhelmed by the problem of reading and studying, and the logical problems of analysis and synthesis that are basic to writing a thoughtful goal paper.

Another modification to the original recruitment and selection plan is to use an extreme _minimum_ cut-off score on the Dogmatism scale rather than just maximum cut-off used in the prototype ETEP selection. As an illustration of the need, one of the students who had to drop out of the Program just could not make up her mind when it came to decisions about goal priorities or ways to implement goals. She had the lowest Rokeach score in the Program.

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* Available from the Syracuse Film Rental Library, Syracuse University, Syracuse, N.Y. 13210, after October 1, 1970.

Also, in the recruiting it should be emphasized that the first semester is for the students to try out the Program, as well as for them to begin in their individual programs. Then, as early as possible in the first semester, students should try themselves out by leading groups of children in the schools. Three students who finished the ETEP program discovered that no matter how hard they tried, they could not get to the point where they could handle the crowd management aspects of a classroom-sized group really well. They would get along, but not too far above a minimum competency level. These three people should have found this out earlier in the Program. Earlier in the Program the three of them felt so sure that this would be no problem that neither they nor the director pushed the issue of extensive try-outs with groups of children. That was a mistake.

Finally, what are promising next steps in further developing and refining the experience of the prototype Enabling Teacher Education Program? One promising idea is to combine the ETEP with a model school development project, jointly sponsored by a school district and a teacher-training college or university. Here the goal would be to develop an elementary school where children are educated along enabling lines by teachers who have studied the problem of an enabling education, by trying it for themselves. Plans for such projects are now drawn up and will be published by early 1971. The introduction to the handbook, An Enabling Education, written for those interested in carrying out such a project is included as Appendix Four.

Another idea now being considered is to utilize ETEP principles in a self-directed education program option for university schools of education. With this plan, students in teacher education, administration, and other areas of training for public school service could pursue their training on a self-directed basis. These would be inquiry-oriented students who were serious about pursuing their own education, using the School of Education, the University at large, the schools, the community, other universities, scholars, etc., as resources. They probably would turn out to be a group of potential leaders in the field of education. This option would not only be more time-consuming than the typical program; it would be much more demanding and would require a person possessing outstanding interpersonal skills and sensitivities as well as one would could readily acquire independent learning skills.

Here are the principles, drawn from the ETEP, which are relevant to such a program:

1. The student's education should be centered on an enabling relationship with one or two faculty members who (1) were knowledgeable in the student's general field of interest, and who (2) could bring together resources to match the student's emerging needs, and (3) who were open, self-understanding, accepting and empathic when working with students in a one-to-one situation.

2. Self-evaluation on the student's part should be stressed. This would be aided by requirements for periodic goal papers which would sum up the student's progress to date and project the direction he intends to follow from that point--give him criteria and increasingly clear goals to use in judging his progress.

3. The student-enabler relationship should be made more viable by bi-weekly log sheets from the student to the enabler and answered by the enabler.

4. The student should have at least two years to pursue this program. It is important that the student have time to take a few steps, stop to inquire and reflect, talk with others, etc., and then go on. These two years could be spent in half-time involvement in the program along with some sort of a job in the student's field or, for some students, outside his field in a job completely different from the area of his inquiry. This means that college education would be longer. But it could encompass a work-study plan such as at Antioch College whereby the college would help students to secure appropriate employment.

5. This should be a joint venture of the School of Education working with local school districts. Local school districts, Boards of Cooperating Education, and other institutions (museums, libraries, Model Cities Projects, nursery schools, police departments, etc.) should be involved. From their point-of-view, this offers them chances to recruit serious competent people whom they have had a chance to watch at work with their particular problems. From the School of Education's point-of-view, these cooperating groups offer a chance for a reality base within which students can pursue their inquiries. It would also provide jobs for students in line with their evolving interests and goals.

6. The enabler(s) should have funds at their disposal so that they can bring the best available resources to help each student's inquiry. For example, if it were important for a student to travel to New York for a week's work, travel money and money for payment of consultant fees in New York should be available. Experience in the Enabling Teacher Education Program suggests that it does not cost much more to pay for consultants than it does to pay for a professor to teach students' regular classes. One advantage is that by hiring consultants as teachers, the student can get the very best person at the time he needs his help. Many of these resource people can be found on the university campus.

7. The usual faculty prerogatives should be given to the enabler. He should have authority to fail a student--i.e., drop him from the program as a last resort. Grades in the usual sense would not be used. Each student's self-evaluation would be shared and facilitated by the enabler. Students as a group should have the right of periodic review and therefore should be in the position of participating in the "re-hiring" of enabling faculty members when the stated tenure of their service expires. (This tenure might be for three years?)

Note: As we write #7 above we are bothered. It really shouldn't come to this, i.e., talk about not re-hiring the enabler, dropping a student from the program and all that. If the enabling process is going well, students and faculty enablers should be getting feedback all the time regarding their effect on the others. Then, as individuals they can take the steps that they find necessary. In the ETEP this is the way it generally worked out.

8. The program should be set up so that students have plenty of time to know one another and to learn from one another.

9. There would be a basic seminar series which the enabler and students can use for inputs that meet the emerging needs of the group. In the seminar series, a student should be introduced to a variety of stimulating ideas, projects, people, etc., to help him develop and line up his needs and interests with the needs, interests and activities of others in the field of education and related fields.

10. A basic "skills of independent learning" curriculum should be worked out for students. This curriculum should emphasize concentrated review teaching which open the doors for the individual student to follow up in any particular area where he shows need for further learning. Topics such as the following should be considered:
    -efficient reading
    -expository writing
    -effective oral communication
    -film making
    -logical dialectics of discussion and critical reading
    -library research
    -effective interpersonal communication (sensitivity training)
    -method of historical research
    -journalistic reporting and writing

11. Students should be encouraged to survey a large number of selected books for their edification and as part of their efficient reading training. Students might select two books each week during the first semester which they would try to handle in about two hours per book. These books would then be a part of the program's library, available for later and more detailed reading as the need arose.

12. Students should also be introduced to the major newspapers and periodicals in education, plus others such as The New Yorker, Fortune, Saturday Review, and The New York Times. This introduction should emphasize the editorial policy, strengths and weaknesses of each publication. These periodicals would also be a part of the Program library.

This self-directed education program option would offer a chance for researchers to study the ETEP principles, used with younger students. This is an important step after the Prototype Enabling Teacher Education Program study.

APPENDIX ONE

SAMPLE LOG SHEETS FROM TWO ETEP STUDENTS

In each student's case, five sample log sheets were selected from dozens in her complete file. (For most semesters, students turned in a log sheet each week. The Director answered each log.) The intent here is to give the reader a series to sample. Names were changed, some private data omitted, etc.

Student #1, Log Sheet for the Week of April 22, 1968:

The vacation was good for me in many practical ways. The end of it added to an additional week has given me what is probably my abiding view of what I am doing. On Monday morning I wondered what a nice girl like me was doing in a program like this. By Wednesday that was all forfotten, but a new feeling was present which is a comfortable one. I am beginning to sink into this thing.

I am itching to begin writing my Goal Paper and am filling a folder of many scraps of paper with thoughts to be remembered when I do. I am holding off on it until after the Seymour component planning as I don't want to rewrite it too much. Much of what I have may never get into it, because it is bits and pieces of ideas which are important for me to have but which I may not feel are necessarily a good part of the paper.

Two somewhat depressing thoughts are roaming around inside my head. They are the discovery of all the philosophies which Cremin mentions in his book (The Transformation of the School) which are so many of the New ideas being bandied about now. Nothing has been done about them. Another is a rather useless feeling I have about Seymour kind of children when I think of the failure the Madison plan was and the failure the Head Start program was. In relation to this, I think I may need a few success experiences when I begin to teach and won't need the kind of failure I may encounter working with this kind of situation.

I enjoy the one-to-one situation, because this is something of mine. I will not enjoy taking over someone else's class for a teaching try-out. This will be very unnatural and inhibiting. I hope to avoid it as long as possible.

I would like to use my now-free Thursday mornings to work in our library. I will need some direction as to what needs to be done there. Working there would also give me time to listen to a number of the tapes which I never seem to get to. I am beginning to wonder if I may not need an extra semester of soaking up kind of things. For reading, studying and discussing. I feel I could begin with a class at almost any moment, but how much better to do so after more of the thinking kind of period. I will go into this, however, in my Goal Paper.

Mrs. Baker, Niven, Miller and I were unable to understand what it was you thought we each had in common in our thinking. We do have a lot in common, but we couldn't put our fingers on what it was you were thinking about. We hashed it over for several hours.

Log for the week of December 9, 1968

There was a lot of violence in my group at Seymour on Wednesday. All of the boys were involved but Will. He wouldn't give me a side look all day. The last time I was there he talked to me, I mean, to me, but not at all on Wednesday. Al seemed to be involved in a lot of it--the violence, that is. I couldn't tell why. I tried to watch to see what was happening, but never could. Harry accused Al of ripping his giant's hat apart. Jack and Andy had a very serious fight at the end of the morning. I don't know the cause. (Where the heck am I at times like this?) Mike was in and out of it (he was feeling badly with a hurt eye and cheek from a gym accident). Harry took on both Sam and Pete, 5 or 6 times. It was chaos for me. The language was more foul than usual too, particularly toward Pete. And after the supurb job you had done at newstime. Harry called Pete a black nigger and Andy took Harry's side. Will I ever learn to have an unchaotic class and to be able to observe to know what is happening, and then learn to do something about it? ? ?

I know there had to be good and bad days, but Wednesday was not a bad one. This kind of thing is the nitty gritty I feel so weak about.

It tempts me to want to structure that class so tightly they won't have time to move much less fight, but that would take tremendous coersion and would be prison.

Perhaps my vision wasn't completely gone. There was one situation which I saw developing between Harry and Pete and I was able to avert it by suggesting to Mike (who spent most of the morning floating the way Mary Jones used to) that it wasn't so long ago that he was the new boy in class and that it might help Pete if Sam showed him some of the things which were to be done in the room. Sam got out the Tinker Toys and Pete built a most spectacular and beautiful structure. They were both engrossed in this for most of DBU time. While the rest of our group was doing math, I noticed that Pete seemed non-plussed by this and had turned aside and made a huge airplane with a red piece of construction paper. I sat down with him and told him that I would like to show him one of the ways that we learned to read and practiced our reading in this room. I unfolded the airplane so that I wouldn't spoil the outside of it in case he didn't like what I was going to do and asked him to tell me something about the airplane. He said two short sentences which I wrote on it. Then I asked him to read it and he did. When I explained to him that he did read it I saw a very interesting expression in his eyes which I hesitate to label but I would have to interpret it as a recognition of his having been interested.

Log for the week of February 3, 1969

Suddenly these logs have become meaningful and necessary again. For a while they were mechanical and I had to force myself to write them. I suppose what this means is that we learn in different ways at different times and the kind of learning that takes place with this kind of searching exercise was not what I needed for a while. I hope I can remember this as a teacher, because my feelings during the period of not wanting to write a log were those same old feelings I used to have in my "other education" when I didn't want to comply: I felt resentful at having to do it and I felt guilty for not doing it. Not a large amount of this, but it was there. I have learned another something lately. I certainly have been bugged for years (as you pointed out) with standards which were terribly high. In my readings lately it pointed out that a teacher of this kind could be good in that she could inspire her class to have high standards of achievements. On the other hand this could have a detrimental effect on inner city youngsters. I will have to be careful that I don't impose standards on Summer School youngsters that discourage them and that I make sure to recognize achievements they make which don't have to do with myself. As Annette keeps pointing out in our T group, this is something which I think I have internalized.

I was allowed to go into my daughter's second grade classroom with my shell thing on observation and inference. I changed it to suit boys and had a very interesting 45 minute session with about 24 youngsters. It was equally as spirited as the Brownie time and more so because, having done it before, I was more able to listen and think, not being as bothered by process. I hope, after our trip, to do this also in my son's fourth grade. As this seems to be about the only teaching I am doing lately, I will try also after we return to ask Huw if he can televise me doing this with a group. I watched this being done at Porter this week and it seemed to distract the youngsters so much that the teacher had difficulty in keeping them there. If I am very familiar with what I am going to do, I will be able to cope better with their distractions.

Ann and I are going to (Tussing, that is) are going to meet as often as we can before we go away to do as much of the preliminary planning as we can. We want mostly at first to form questions, get to know each other and begin to form goals.

I am finding the book "Perceiving Behaving and Becoming" so interesting that I have stopped reading it and am going to have it be one of the books I take with me on our trip. It is something I must deal with quietly. It is fascinating to read the different perspectives of these four differene men. Maslow is ahead by a mile. He expresses himself so beautifully. I read something last week in the field of psychology which gave me the feeling that most books in this field have the nack for doing which was a sense of dread about how sick we all are. Maslow has such hope and such pleasure in what is, not what should be or what might be.

Log for the week of September 29, 1969

Does teaching in suburbia have the extreme swing of ups and downs that inner city teaching has? When it is good it is very, very good and what it is bad it is HORRID. Today (which is Thursday) and a week ago today were two days I'd like to forget. Perhaps I don't do well under strain. Interruptions seem to throw me off considerably. Today they were as follows: At 9 o'clock Sarah came to take Allen out for his daily stint with her. This is the only part of the day he enjoys. Newstime. She feels it is the only time she can take him. His leaving then is always a small frustration because he is so difficult for me to handle at any time that he gets sent to her almost daily as it is. For him to have to leave when he is enjoying himself is not good. Less than ten minutes later two little girls dance in to get the lunch count. Not very long after that a blond head appears at the door and begins the ritual of seeing how long it takes to make me come to the door to settle it. Molly comes in with some very important reading test information. Sophie comes in to deliver an order of books and decides to sit for a while. By now I am launched on my twice weekly, formal, concentrated work in English Language which is on capital letters. This is precious time. On the test I gave with 44 capitals being needed only 5 youngsters made 10 errors or less. Allen is back and senses something and so does Nathaniel. They begin to disrupt. Hard to put your finger on. They are artists. I am feeling edgy anyway, because Kate P. said she would come and hasn't. Sure enough she comes during this time. We begin the difficult (today) process of settling down for a Silent Reading Period. It happens and there is five minutes of composure when there is a fire drill. We return to discover that there is about 12 minutes left before we are due for our hearing test. No one comes for us at the appointed hour, so I send someone down to see if we are to go on our own. He is an obedient child and, reading the sign on the door saying not to enter, doesn't. He returns and it is now almost ten minutes after our due date. We amass and descend. This frigid lady waits for us to be quiet and take our seats (I am included) and then waits for another 5 minutes, sitting watching us, for no apparent reason. We are then informed that we were supposed to have been got, that only half the class can come at once. I stagger out with the boys. I knew the day was shot at 9 with the advent of Sarah. The boys and I do a bit of work on analyses sheets and taped reports and the girls come back. The frigid lady, after the boys come back, interrupts us twice more looking for Allen who is again with Sarah because he has been fighting on the way downstairs. The remainder of the morning is a nightmare. There is a pattern emerging with John. He is such a threatened youngster that whenever my attention is completely diverted from him, he can't stand it. This is how I feel it. His demands become so great that I have to oust him. It is 22 against 1 and the one suffers almost daily, so do the 22. That should be 23, because I suffer too. He is too much for me. He is complicated. I have tried several ideas which have not touched the situation. He is beginning, as I become frustrated, to become a thorn and to irritate me. Too much of what he does means disruption for the whole class.

Our book situation is still critical. The school library being closed does not ease this. The librarian at Petit branch being sick on Tuesday when we were supposed to go doesn't either. Fortunately a number of children have taken the bait and are writing stories. This happened just as the book said it would. I began by reading about once a day, stories written by other children. I commented briefly about each story and that was it. No, why don't you and can you or you will. First one bit and then another and another until there are about 10 who have produced something and some have done several things. This is thrilling to me.

I had a real problem with Newstime the first week or so. Two youngsters took it over and no one else said anything. Everyone else was bored and so was I. One day I called them to the rug when they were expecting a Newstime and told them we weren't going to have one today. They are so clutched by patterns that this was unsettling news. We talked about what a Newstime was and what kind of news happened to all of us every day. I asked each one to think of a piece of news which had occured to them since they left me the day before and we were silent for a minute to do so. All but two thought of something. The next day I asked the two contributors to stay quiet for that day and from then on it has been a song. I can't get to everyone now. There isn't time and there isn't paper.

I am hoping my idea for Julie works. With this typewriter I received a set of records which is a typing course. She is a girl who is almost mature. She should be in fifth grade and her reading is very poor. Nothing about school interests her. I have taped the records and am going to have her begin tomorrow to use ear phones and try to teach herself the touch system. It might work, but having 23 youngsters going off in 23 directions, 23 who find it almost impossible to do anything unless you are standing there, may be too much to cope with. When the newness begins to wear off and when her fingers hurt and when she can't read the accompanying booklet, what will happen then.

I don't know how to use Kate P. and she seems to get carried away when she is there anyway. She started to do just the spelling part of the analyses sheet with one youngster today and spent the next hour and a half with him. This is probably due to my management, but I find it impossible to hold a conversation with someone when I am there as teacher.

I have a yen to take our class to the New York State Museum in Albany and this trip would cost $200.00. Could we use book store profits for this purpose? That is, if the youngsters want it?

I mailed the paperback book order on October 2.

Log for March 13, 1970

I don't dare look at the date of my last log, because it is probably much longer ago than I realize.

You have a good way of always coming into my classroom when things are going well. I want to discuss what was happening then in a minute, but first let me say, that about 20 minutes after you left I made a fatal error and made a bad ending to what had been a very good hour. I am sure, though, that this is the kind of thing that only experience can teach a person. I had put the beginning sentences of four stories on the board and had asked them to complete any one they liked. In the past I have allowed them to choose any I give them or use any idea of their own. This time they had to choose one of mine. The reason for this was that there are about 4 or 5 that pick their own each time and wind up with the description of a picture or several groups of words pertaining to a sport and nothing that is ground out from their own imaginations. Also I did another different thing this time. Usually I do not specify a length and I get maybe one more sentence than I give or maybe two from most of the class. I remember that Erna (I learned so much from her) used to require a certain number of lines. This time I told them they had to have a minimum of 10 lines. I don't know why telling them this made them get more interested than they have before, but they (except two or three) became more involved with this assignment than with any other they have done. If I had to guess why, I would say that maybe it has something to do with the general attitude at Sumner of non-learning or non-academia. Those who are the most respected are in a way those who manage to figure out how to learn the least and still survive.

By assigning a certain amount of writing, I took away their natural choice of doing as little school-type work as they could and they truly became involved in it. One girl became so involved that she asked if she could miss the film and go down to the library to finish what she was writing. I'll mention my error in a minute, but this experience tied in with another one I had last week.

We had an assembly which was the band from Levy School. I hate assemblies because the audience is so noisy and disruptive to the point of extreme rudeness that if I had to perform before it, well, I wouldn't perform. The effect that this has on me is to make me extra severe on my own class to be sure that they behave. Behave here means that they are quiet and pay attention. I noticed something interesting this time. If they were sure I was glaring at them (that is, if each one of them were sure I was glaring right at them) and they could "get away with " nothing for the moment, they began to become really involved with what was happening on the stage. I had a chance to see this work several times during the assembly, because for some reason Mary Steinmetz had her children all standing in an area somewhere beside where we were sitting. This naturally meant quite a bit of movement as such young children won't stand still. These children were distracting to mine, so as they would begin to get involved, the younger children would distract them and I would go into my glaring pattern again and begin the cycle all over again.

Both of these incidents re-affirmed my feeling that my being a directive and somewhat severe and demanding person, may help them to attend to some of the things that they need to attend to. I still want to watch Betty Johnson, because I suspect her kids are attending and I don't think she is severe.

Anyway, the fatal error: after they finished writing their stories, I paired them with a partner (girl/girl, boy/boy) and asked them to read their stories to their partners. They were delighted with this idea - BUT- some of them were finished reading their story before all were through and I asked girls to read to boys and boys to read to girls. Terrible, terrible thing to do to age 8 through 11. They not only wouldn't, they couldn't. But they tried. I'll not make that error again. There are some things that they feel they can do with the opposite sex, but reading your own story must be too personal. They can debate together and they can do most team things together. Also perhaps, sitting alone with a boy or a girl and doing something like reading to the other might be just too close a contact.

That is a long song and dance.

I am delighted to be back and am feeling fine. I think I have learned not to try to give a hundred percent of myself to two things at once. It really wasn't necessary for me to have to learn this particular lesson right now, nor at the expense of my family, but I think it is learned.

There is another interesting thing which I have seen happen for the third time. I think I knew this before, but it is still interesting to see it happen. Once a rule is made and accepted and tested and re-tested, you can let it be broken and not have chaos. When I came back this time, things were pretty hectic. The first morning I had no less than five teachers come in to me to tell me how completely out of hand the class had been during that week with the substitute. So I started over again and ran them into the ground with rules which had to be followed to the letter. In the second week, there could be exceptions to the rules and have there still be order.

I have four children (a boy and three girls) who are, for practical reading purposes, about the middle of second grade. They have run out of reading materials. They have read all of the Dr. Seuss and that sort of easy reader; they have read all of the Dolch books; they have read all of the Jim Forest and Cowboy Sam and that sort of series; they have also read all of the other available books including the readers and various odd easy reading books in the library and in our classroom. They are reading these books over, but they have lost their thrill and reading has become very mechanical for them. The only solution for them, that I can think of, is to ask the librarian if they can go to the library during our quiet reading period and work with some of the programmed film strips. I don't know much about these, but I watched some children using them last year. I feel badly about these four, because until they get better they won't have open to them a large range of books (I think of Boxcar Children as the beginning of a great many, but they can't handle these yet), and unless they have proper materials to work with, including proper practice reading materials, they won't improve. I am not willing to take the time to go to the public library to get books for them, which I see as another solution. These same four are the ones who are working in the Sullivan readers, which they adore, and work very hard and long with, but which I am not happy with. I don't think they are really answering their needs. What they all need, I guess, is an advanced DAPP program. Any suggestions?

Student #2, Log Sheet for the Week of May 17, 1968:

The plan for Seymour seems very good for all concerned--except for the 9 a.m. every day part. I can understand the need for this, but I know I will not like it. I feel this actual experience in the classroom is what I need the most. I did not feel that Miss Walker had a very clear idea of what her role would be.

In the session with Mrs. Rogers on Tuesday, I was disturbed by the talk about Sam Haggerty. How is Mrs. Rogers to know what kind of a class is best for Sam--apparently she is going to make that decision. I feel this is one of the problems with schools--well meaning teachers making decisions like this. Why is Sam so negative and how can he be helped? I think this is the question--not will he be better in a more structured classroom or better where he is. A teacher should not be expected to make these decisions without professional help.

I was also disturbed Wednesday at the Seymour seminar when I discovered that most of our group is concerned with "the other kids in the classroom." I thought that the idea of the 1-1 was to make that child feel for awhile that he was someone special. I know in Dick's case this is good, because he doesn't have a very good feeling about himself. Mrs. Corolster seems to agree. It's interesting that when Mrs. Sweezy and I go in on Thursday she said any time is alright except between 10-11. We found out that that is when the class has art. She didn't want them to miss art!

Conducted a Jr. Great Books discussion Wednesday with Mrs. Goldberg. I was surprised at how much more at ease I was this time. They are good experiences for me.

Thursday I went to Seymour and then to take the Miller's Analogies Test. I was wondering if I had the right test because I thought it was to take 1 1/2 hours and it only took 50 minutes. And I didn't find it "un-nerving" as some people described it.

Log for October 11, 1968

Monday

Observation at Seymour and worked with Harriet 1-1. She knows very few sight words.

Wednesday

Met with Margaret Lay and discussed next steps in doing case studies. Finished morning at Seymour and did two 5 minute case study observations.

In the afternoon I was teacher so I gave my group a test in addition. They (Fredericka, Debbie and Charlotte) seemed to like this and all did well. Walter was floored by the number of problems. I will have to test him individually. We want to know what they already know. By the time we finished, all other groups had gone out and so that was the end for my group. We played in a nice quiet classroom until the rest returned. It was AWFUL--complete disorder and fighting and no head teacher.

After school Mrs. Baker and I visited Harriet's "mother?" and then came back to see Mr. Murray. This "mother" said they were not moving and she had not been over to school--a mysterious situation. It was a long day!

Quote Look magazine article--"Children who have been sat upon for years in conventional classrooms might simply explode for awhile when first placed in a free-learning situation." Is this part of the problem at Seymour, Room 205?

Last Saturday Mrs. Sweezy and I visited Fredericka's home. We were entertained with refreshments--including liquer "from the old country." Grandfather rules the family and pushes on Fredericka and her brother to write English. Fredericka's mother understands no English. I had Fredericka copy the short story of the airport trip as a note to her grandfather. She seemed quite happy to do this. Home visits really are helpful.

I thought the Room 205 DBU time worked out very well for the first day. Contrary to what I thought before I think at least some of the children are ready to do invididual activities on their own.

Log Sheet for April 4, 1969

Monday I did the job interview role playing with Ralph Gabrielli and I think it helped me to vocalize what I would like to do in a classroom. He helped me get straightened out on how to talk about control. In the afternoon I tagged along with Mrs. Johnson while her Porter School children had an"observation" walk. She has done a nice job with those kids. From there to Roney Lane to confer with REN and meet Miss Garvey.

I was impressed with her at this first meeting. She appears to be a very easy person to work with.

Tuesday was also a full day with our class and meetings in the afternoon. I felt some doubts about how a team of four would work out. I thought Mrs. Guisbond had a good thought about how fair it would be to the children. I also wondered about how successful four people would be at adapting to one another and agreeing on how the classroom should be run. Up until now I think I have been considering the idea mainly from the point of view of visualizing two teachers in the room at the same time. I still do not believe that this would pose a problem. It would enable the class to have exposure to more activities, as I see it, and I think, with pre-planning, the children would accept two in the room.

Thursday I observed in Mrs. Crook's class at Room 205, Seymour and it was such a nice feeling to be there. I felt like I'd come home--the kids gave me such a warm welcome. When I met Jack Murray in the hall and commented on the change in the kids, he grabbed me by the shoulders and showed his enthusiasm for what has been done in the reading area! Mrs. Crook has a wonderful way with the kids and for the most part the kids are really working. I thought it was tremendous.

Friday I observed with Mrs. Davison in Miss Garvey's room at Sumner. We both felt that it was a very relaxed atmosphere. We were free to walk around and work with the kids. She took the class outside to do their math. workbooks. She has a very sweet, quiet manner with the children and they all seemed to be working except for Henry whom she mentioned in our conference. Mrs. Davison and I both felt we would do some things differently but we liked Miss Garvey's manner and the classroom atmosphere. We both felt that she would be a person who would want to move into more emphasis on books and reading and choices for the children. The thought occured to us of the possibility of the two of us joining her. We felt there would be benefits for all concerned. Looking at this 1st grade class we saw children who were really ripe for more work in creative writing and reading and could see how two teachers would be able to supply the individual attention necessary. We could have children dictate and give them the encouragement some of them seem to need. In the math area I felt much more could be done with two teachers in the room. We asked Miss Garvey about this possibility and she agreed that it would be great to have another person in the room. What do you think?

We would have the advantage of help from a "master" teacher to get things going in the Fall. We would have the advantage of being able to do more things with the children. We feel that we two could work well together and would be flexible as far as Miss Garvey is concerned. I would not feel that I always had to work with Mrs. Davison--I could work with Miss Garvey or alone. I am excited about this idea and wonder what you think.

Log for October 8, 1969

I find the job at Sumner so stimulating that its more like a 24 hour job than a 3 hour one! There are times when I wish I could be a clock puncher. I think it will be better if Mrs. Kronenberg and I can work out more of a schedule. That is why we want to meet with you because she feels you are good at organization. I do too, but it was her suggestion! Unfortunately, there were no conference times available before Friday afternoon.

I feel that a lot of my work with the kids could take place in her room and this would relieve some of the congestion in the resource center, as well as making more efficient use of my time with the kids. At the moment there is no schedule in her room and I would find it difficult to do much there. I am not sure if what she wants from you is a schedule for her room or not, but what ever I want to do seems to be O.K. with her. I have found her very agreeable.

What I would like to get away from is "Take me, take me"from the kids whenever I go in the room. So far she has not had Newstime, but there is always story writing first thing. On Friday mornings they go to the library first thing and then back for gym--then its lunch time. So we decided that I would come in the afternoon on Friday. Last Friday I walked the few blocks to the library with them--it was fun and I was able to get more idea of some of the kids' interests.

Mr. Masterson could not supply me with the Sullivan books but he said they should be in by the end of this week. I started some of Marty's children on Book 1 and she had some other books for some of the rest of the children.

Log for November 11, 1969.

The new arrangement for our teaching in the Sumner Resource Center seems to be working well so far. Mrs. K. says she likes the Language Master set-up, but there have been a lot of interruptions this week so it hasn't been used all the time. I went in Wednesday and checked all the DAPP kids and gave them new cards. Then Thursday there was a substitute and nothing seems to get done on those days.

I'm afraid I confused you on the kind of reading group I wanted to set up. I have an idea you were thinking more along the lines of what Mrs. Kelly had at Stonehedge last year where the kids were at that point on the "reading ladder" where they needed lots of reading. These kids just want to read and I think it will help them on sight words and learning to sound out words. They can all read books at 1.3 level and some are at 1.5 or a little higher. So this week we have been sitting on the floor in the reading corner that Miss Rose set up and its been going very well.

APPENDIX TWO

SAMPLE "FINAL REPORT AND GOAL PAPER" FROM ETEP STUDENT*

June, 1970

My college degree was not in education and it was several years later that I knew that I eventually wanted to be an elementary school teacher. I didn't have any specific goals that I was aware of at the time. I just knew I liked kids--all kids--and that I wanted to spend my time with them. I was vaguely uncomfortable with what I saw in the schools--for example, I didn't like the way the classes seemed to be teacher dominated and memorization seemed to be the means of being successful in school. But, more than that, I was distressed that so many kids didn't like school or through their behavior indicated that the school was not meeting their needs. Couldn't schools help all kids?

After being out of school for several years, in 1957 I returned to college to take the necessary education courses required as preparation and certification to teach elementary school. The courses required were really meaningless. The professors were giving memory assignments that I couldn't relate to teaching children. After several such courses I gave up.

Ten years later, in 1967, again investigating the possibilities of my getting into the teaching profession, I was given a brochure that talked about a teacher training program that would help children become inquiring learners. It said "Each trainee will be taught under the same philosophy that it is hoped she will implement for her pupils--that the training program will be individualized to encourage and facilitate her self-directed inquiring learning." I decided this might be for me, although I must admit I was skeptical and thought I would probably not complete the program . . . it probably would not meet my needs. How could it? There would be thirty-two students and we wouldn't be alike. I told my husband "I'll try it, it sounds good, but don't expect me to finish it if I'm not satisfied." I was also afraid I wouldn't "make it" and saying this would give me an "out"!

That first few weeks . . . all those middle aged women . . . all this work (we were becoming Jr. Great Books Discussion leaders in a few short days of intensive training and at the same time expected to read all sorts of books on education, etc.) this program can't last. I told one of my colleagues "This program can't survive. I'll be surprised if 1/3 finish the program." As it turned out 7/8 of the original women are finishing the program.

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* She spent her last year in the ETEP teaching in a suburban Syracuse school as a partnership teacher specializing in the social studies and language arts parts of the curriculum.

Sample "Final Report . . ." (Cont.)

Involvement is the best word I can use to describe the program. This program has been much more than I possibly anticipated . . . it has been total committment.

Reviewing my first goal paper at the beginning of the program indicates mostly a rather general desire to improve education and reflects dissatisfaction with what I saw in the schools at the time. I spoke of the teacher being a resource person rather than a "lecturer."

Shortly after the beginning of the program my goals seemed to take more definite shape. Early in the program we read numerous books--everything under the sun written in the name of education. We were exposed to everything available. As new books came into being or someone heard of a book that might help them the director ordered it and it became available to all. We were given a course in speed reading to help us read all these books with as little wasted time as possible. I learned to save time by not reading information that I already knew along with methods to speed up my reading. I'm sure the exposure to this tremendous amount of "ideas" helped me form my goals for teaching.

As mentioned earlier we had an intensive training session with Mr. Moldof and became Jr. Great Books discussion leaders. This had a great influence on me and, I believe, on many in the program. Here we used time tested books and let the kids do real critical thinking. The method used by the Great Books discussion leader to encourage critical thinking was a method which could be used in many areas of learning. Later in the program I was given the opportunity to try out my skill as a Jr. Great Books discussion leader with some children in a fourth grade at Cazenovia School.

We learned to diagnose children's reading--find out where they were in reading so that we could go on from there. We learned how to use the Spache test and Dr. Newman's analysis sheet. This is how I could individualize a reading program--find out where the child is, diagnose his weakness, and build on what he has. We learned the typical stages of reading and we learned that there is no "one" way to teach that important subject "reading" and with Dr. Newman's help we discovered many different approaches. In order to gain experience I tutored reading on a "one to one" basis with a child at Seymour School.

I took advantage of numerous opportunities to observe in classrooms in the "inner" city as well as suburbia. This was a great help in seeing the many problems involved in trying to "function" in the classroom.

We went through a "sensitivity" training program. At first we laughed a bit about it. But looking back it added something to our program. We understood each other better but, more important to me, it helped me accept all people for what they are--not only accept but appreciate them for what they are. It helped me develop strong relationships with others in the program which, in turn, helped me function within the program more effectively.

During the first semester, and throughout the program, we had continual communication and feedback with the director through weekly log sheets, his written responses, and individual conferences. He helped us refine our goals, he sought out our weaknesses and needs, and attempted to help us meet all of them.

By the end of the first semester I was totally committed to the program and my goals had "firmed up." I wanted the most for each child in the skills area--every child needs to be able to read and read well. But I wanted more than this. I wanted each child to accept the responsibility for his own education--a continuing lifetime commitment. I wanted children to be able to form their own values (not mine) in a constantly changing world.

During the next year of the program I wanted to be where the "action" was. And the "action" was at Seymour School in Room 205 where Dr. Newman and sixteen members of our class attempted to help inner city school kids on an individual basis. I worked with a small group of children and had the opportunity to try out different ways of teaching both language arts and math. I found it was a hard job to individualize teaching and still "manage" a classroom in a democratic manner. After one semester the classroom was turned over to four of the ETEP teachers as we felt the number of people involved in the project was creating too much confusion. However, we learned a great deal and we felt many of the children had successes for the first time.

There was also a lot of "action" in our Stonehedge Lab Class set-up especially for our program where we could observe two teachers (now Ph.D.'s) partnership teach a third grade class. The teachers, Eileen Tway and Leon Graebell, held bi-monthly seminars for us where they presented some new ideas but mostly where we could question anything going on in the classroom. These seminars were planned around our "expressed" needs.

During this time we took a somewhat traditional course in modern math led by Dr. Wilson. We had a text which we elected to cover on our own time and then tried to utilize the professor in the most effecient manner possible. We chose to pre- and post-test ourselves in this course and apparently I gained quite a bit from the course. I regretted that we were not able to directly relate this math experience with children as we were able to do in most other areas. However, this past year I was able to involve myself in a math lab course with Dr. Davis where we did work directly with children.

Although we had experts conduct workshops in science, I felt I needed more training in teaching science to children. In the spring of 1969 I was able to teach AAAS science to a small group of third graders at Porter School on a bi-weekly basis. I operated under the supervision of Dr. McKnight from ERIE (Eastern Regional Institute for Education). I also involved myself in an inservice training program in AAAS offered for the teachers in my own school district.

Prior to my teaching this past year I taught a fourth grade social studies class at Cazenovia. It gave me an opportunity to "manage" a whole class as well as implement several ideas I had worked up. I taught a 3rd grade language arts class at Cazenovia twice a week for a twelve week period. I tested each child (diagnostically) before I started in the classroom and then helped each child on an individual basis as much as possible.

We were offered a seminar in Children't Literature and Creative Writing taught by Eileen Tway. It was magnificent and I participated actively. Here I realized that it was possible to help children form their own values through the reading of children's literature.

There were innumerable experts meeting our needs from all areas--even dancing. Many resources were available to us. These experts and other resources became available when our "expressed" needs required them. I especially recall a "Beginning Reading Seminar" (it met evenings) conducted by Dr. Lay.

All sorts and varieties of educational materials were available for us to use and scrutenize. I took a quickie course in audio-visual equipment.

By June of 1969 I had accepted a half time partnership teaching position in a third grade in Cazenovia. My goals that June were aimed specifically for that third grade class. I had then, and have now, a number of goals that are in constant movement and difficult to separate one from another. In the June 1969 goals paper I spoke of wanting the children to become independent readers, reading widely and avidly, and with some degree of discrimination. I also hoped to see some behavioral changes brought about by helping children clarify and form values. Another goal I call a citizenship goal--helping children understand the role of participation in a democracy. This was really a branch of one of my original goals--accepting the responsibility for oneself as a member of society.

I believed and still believe that if a child becomes an avid reader in the third grade, he sets a lifetime habit of reading. If he reads more, he reads faster, enjoys it more, and is exposed to many ideas and a great deal of information. Reading in itself will become a motivating influence in his becoming responsible for his own learning.

In my goals paper of June 1969 I spoke of wanting children to understand the role of participation in a democracy. I still feel that it is important for kids to know that democracy is more than a government that it is a way of life--stressing how changes may come about rather than what the changes will be. Children need to know that they are the government and it is in constant change and represents what the people want and value.

I also wanted to help kids form their own values through the study of children's literature, newspapers, reference books, and provocative type questions. This is still an important goal for me.

In the classroom I have found that by holding class meetings and allowing the children to settle relevant problems which arise in the classroom, the children are better able to both understand how a democracy functions and I believe it has helped them form values. Some of the questions we have discussed are: Why is a child a bully? What is a friend? How can I make friends? Why do kids swear? Why do kids always want to be first in line? These questions are extremely relevant to the children, they participate actively, do some critical thinking, and I think form values of their own.

These goals I set in June 1969 still hold for me but I need to make a few comments regarding them and add one that I feel is extremely important.

At this grade level I believe avid reading is vital. In our school at the fourth grade level the curriculum seems to suddenly change to a subject oriented curriculum where subject knowledge is all important. I am afraid if the children have not become avid readers by this time the chances of their becoming so are limited by this subject-oriented curriculum.

Earlier I spoke of the class meeting to solve classroom problems in a democratic manner and help children use critical thinking and problem solving methods to form their own values. I got started on this rather late this year and next year I hope to get at it sooner to help the kids live with each other better by solving daily relevant classroom problems for themselves and their classmates. Out of this I hope to see more self-discipline.

Next year I hope to create more successes for the children (i.e. provide an area where every child can be a success). I want to involve the children more in the planning than I have this year. I will enrich the environment in the classroom with more physical media, current newspapers and magazines, outside resource persons, etc.

In an effort to evaluate my success this year I tested the children on the Spache Test in September, January, and May. I am attaching these results (see appendix A) as probably the only "solid" or valid assessment I have. The results are encouraging. The average growth from September to June for twenty-three children is 2.05 years. Two of the children included in the average moved into the district later in the fall (October & November). I excluded Paul as he had reached the maximum (8.5) on the Spache by January. I also excluded Donald because he moved out of the room in March and Tim D. because he entered the room in April.

I have a record of the books the children have read this year and almost all the children have read well over a hundred books. However, it is important to remember that many of these books are the "easy to read" variety and were read quickly by the children. However, I have seen all the children move from this "easy to read" variety into solid books such as The Borrowers or Pippi Longstocking.

I used an "Avid Reading Questionnaire" this year which indicates in one way or another that the parents saw growth in this area. I sent this questionnaire to the parents in September and again in April. Sixteen of the parents returned the questionnaire both times. In other cases perhaps just one questionnaire was returned or the child was enrolled in the classroom later than September or moved before April. My principal warned me in September that the parents would rate the children quite high in September (in the beginning) in fear that it would be used in placement for reading groups. I felt they were rated quite high in the September questionnaire. However the April results, particularly indicated by the notes written on the back, do indicate that overall the parents felt there was quite a bit of growth.

I feel I have had success in helping the kids become avid readers. I definitely believe I am turning over to the fourth grade a classroom of avid readers . . . kids that enjoy reading . . . kids that are aware of authors. . . kids that believe reading is a great pleasure. I am not sure that they have many of the specific skills that some children in other classrooms will have (i.e. accented syllables) or that they will be able to express on paper or on a test that they have superior comprehension. I didn't provide constant comprehension exercises as I felt it would interfere with their real reading progress. They seem to comprehend orally quite well. I did give a Scholastic News Trail Diagnostic Reading Test in April and 19 out of 25 tested "above" third grade level.

The children's behavior has been indicative of their interest in reading. For example, they have brought their own books from home into the classroom and encouraged other children to read them. Children anxiously read their classmates books.

I do not feel I was successful in helping children change behavior as far as the manner they treat each other. However since the class meetings there has been a change. For example, a new boy came in April and complained in a class meeting that the children would not allow him to participate in their games and were quite unfriendly to him. (I was quite aware of this.) After a thirty minute discussion on this where there were no "right and wrong" answers the children decided that a classmate would have to have courage to be nice to the new boy for fear of losing his old friends. Since this meeting, the boy has had friends and the situation is greatly improved. Next year I plan to start these meetings earlier and perhaps solve these kinds of problems.

Some of the problems which I didn't solve this year have to do with my own organization and follow through techniques. This year's experience should help me start off in September in a much more organized manner. I've learned a tremendous amount and I look forward to a great year next year.

As I've indicated the ETEP Program has been total involvement for me and next year I expect to be able to seek out many of my own learning resources.

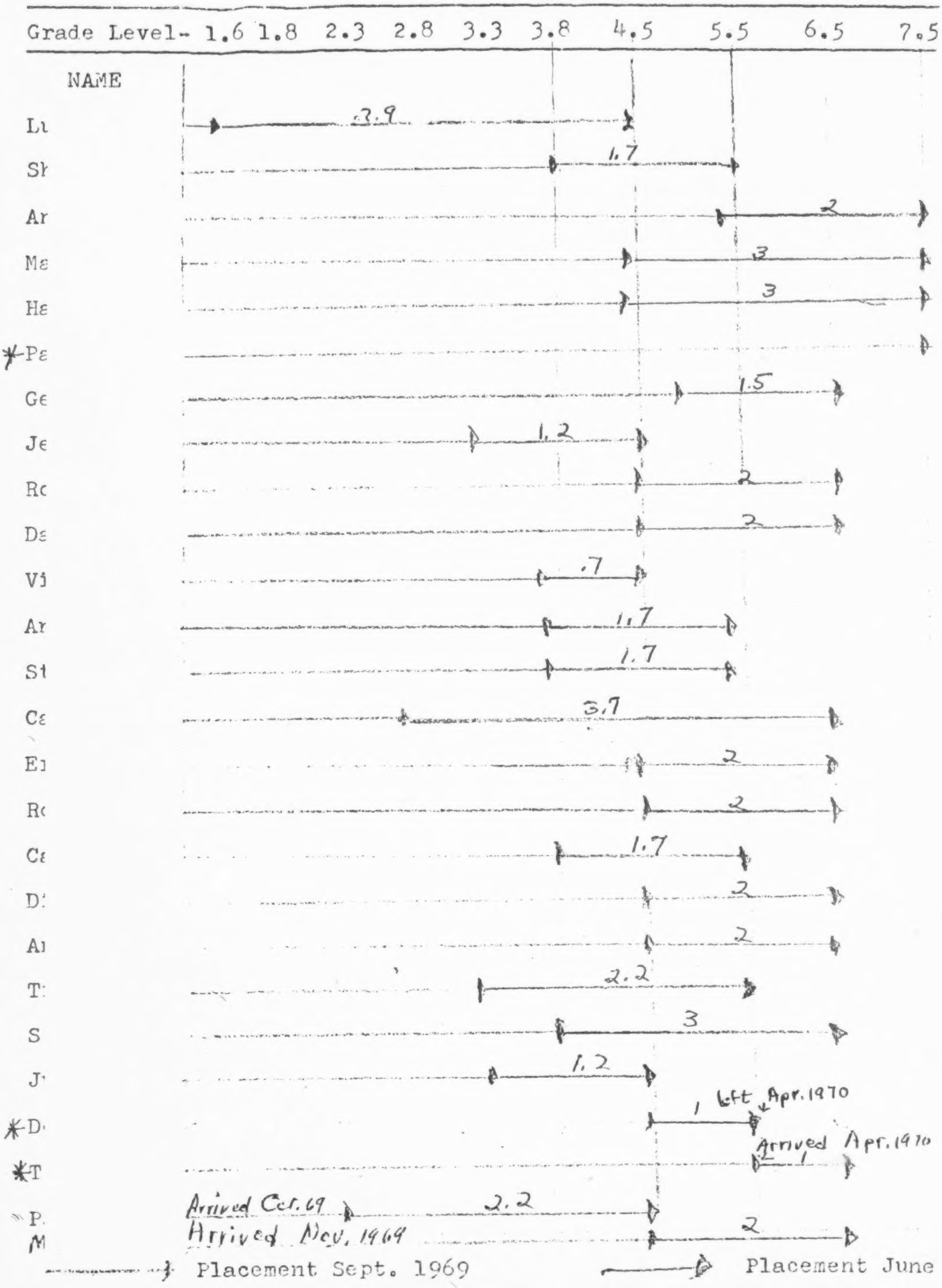
Throughout this paper I've indicated the values of various aspects of the program. The feedback in the program (logs and conferences) is one of its greatest strengths. The fact that the director made the program start for you where you were, build on what you had, and strengthened your weaknesses was a tremendous advantage which cannot be found in traditional college classes. The director projected the feeling that you would succeed--that you could not fail--and this was a powerful persuader. He tried to meet everyone's needs and seemed very successful in doing this. The resources offered by my colleagues and the association with them was a great value and hard to measure. The brain-storming sessions were real problem-solving situations and extremely meaningful.

Sample "Final Report . . ." (Cont.)

Of course there were minor holes but they were plugged up as quickly as possible. A great deal of time seemed to be spent in "decision" making and this bothered me but I didn't see how it could have been avoided and still have all "needs" met. The main weakness that I found in the program was really in myself--that I wasn't ready to utilize all the resources which were available.

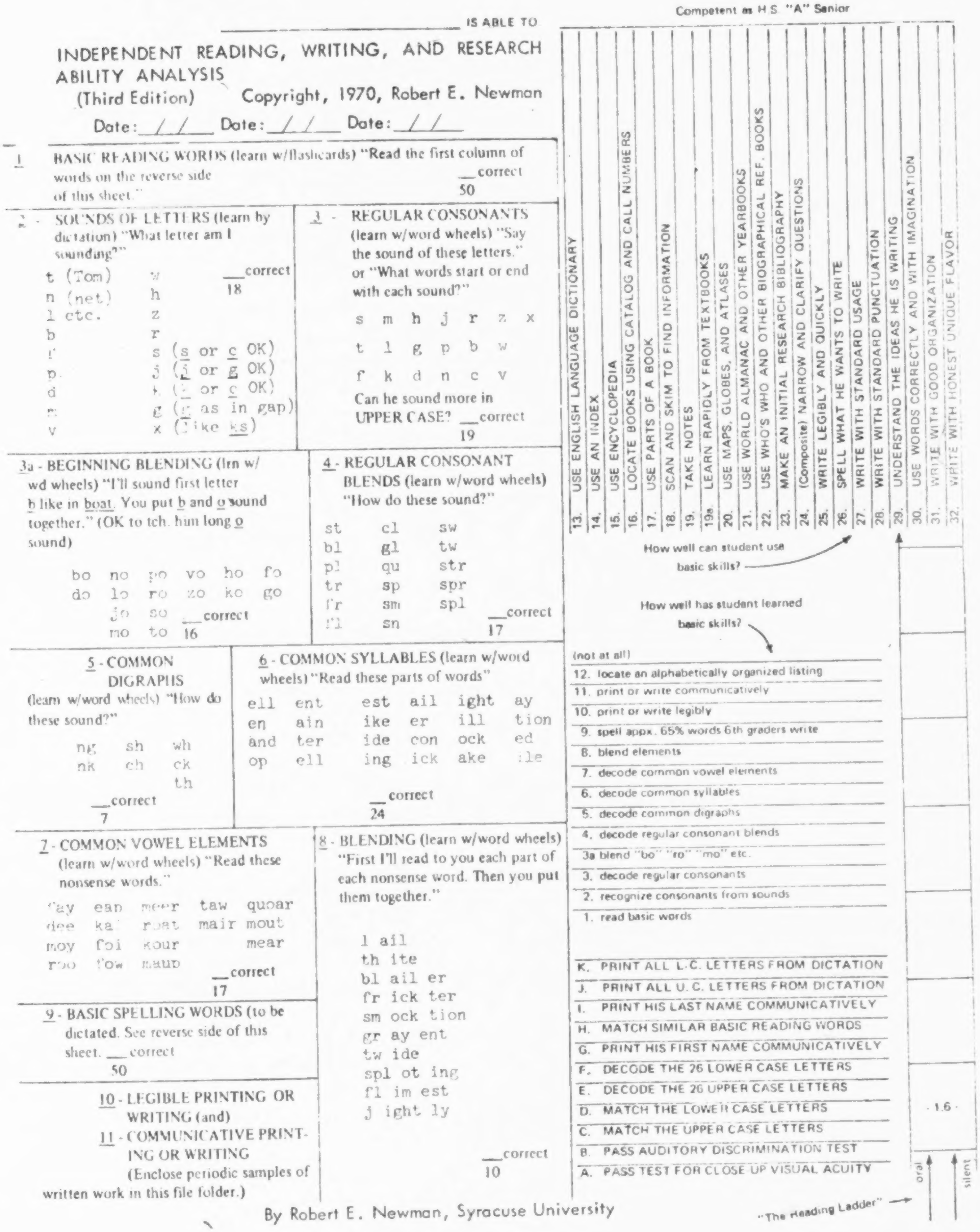
However, I've learned how to seek out resources and have gained the courage to solve problems. I have learned to accept the responsibility for my own education and it will be a lifetime responsibility. Next year will be just another year in the education of this teacher!

"A" - Spache Test Scores



APPENDIX THREE

SAMPLE INDEPENDENT READING, WRITING, AND RESEARCH ABILITY ANALYSIS SHEET USED BY ETEP STUDENTS IN DIAGNOSTIC TEACHING



______________________ IS ABLE TO

INDEPENDENT READING, WRITING, AND RESEARCH ABILITY ANALYSIS
(Third Edition) Copyright, 1970, Robert E. Newman
Date: / / Date: / / Date: / /

1 BASIC READING WORDS (learn w/flashcards) "Read the first column of words on the reverse side of this sheet." __correct / 50

2 - SOUNDS OF LETTERS (learn by dictation) "What letter am I sounding?" __correct / 18

```
t (Tom)     w
n (net)     h
l etc.      z
b           r
f           s (s or c OK)
p           j (j or g OK)
d           k (k or c OK)
m           g (g as in gap)
v           x (like ks)
```

3 - REGULAR CONSONANTS (learn w/word wheels) "Say the sound of these letters." or "What words start or end with each sound?"

```
s  m  h  j  r  z  x
t  l  g  p  b  w
f  k  d  n  c  v
```

Can he sound more in UPPER CASE? __correct / 19

3a - BEGINNING BLENDING (lrn w/ wd wheels) "I'll sound first letter b like in boat. You put b and o sound together." (OK to tch. him long o sound)

```
bo  no  po  vo  ho  fo
do  lo  ro  zo  ko  go
    jo  so
    mo  to
```

__correct / 16

4 - REGULAR CONSONANT BLENDS (learn w/word wheels) "How do these sound?"

```
st   cl   sw
bl   gl   tw
pl   qu   str
tr   sp   spr
fr   sm   spl
fl   sn
```

__correct / 17

5 - COMMON DIGRAPHS (learn w/word wheels) "How do these sound?"

```
ng   sh   wh
nk   ch   ck
          th
```

__correct / 7

6 - COMMON SYLLABLES (learn w/word wheels) "Read these parts of words"

```
ell  ent    est  ail  ight  ay
en   ain    ike  er   ill   tion
and  ter    ide  con  ock   ed
op   ell    ing  ick  ake   ile
```

__correct / 24

7 - COMMON VOWEL ELEMENTS (learn w/word wheels) "Read these nonsense words."

```
fay  ean  meer  taw  quoar
dee  kai  roat  mair mout
moy  foi  kour       mear
roo  fow  maup
```

__correct / 17

8 - BLENDING (learn w/word wheels) "First I'll read to you each part of each nonsense word. Then you put them together."

```
l ail
th ite
bl ail er
fr ick ter
sm ock tion
gr ay ent
tw ide
spl ot ing
fl im est
j ight ly
```

__correct / 10

9 - BASIC SPELLING WORDS (to be dictated. See reverse side of this sheet. __correct / 50

10 - LEGIBLE PRINTING OR WRITING (and)
11 - COMMUNICATIVE PRINTING OR WRITING
(Enclose periodic samples of written work in this file folder.)

Competent as H.S. "A" Senior

13. USE ENGLISH LANGUAGE DICTIONARY
14. USE AN INDEX
15. USE ENCYCLOPEDIA
16. LOCATE BOOKS USING CATALOG AND CALL NUMBERS
17. USE PARTS OF A BOOK
18. SCAN AND SKIM TO FIND INFORMATION
19. TAKE NOTES
19a. LEARN RAPIDLY FROM TEXTBOOKS
20. USE MAPS, GLOBES, AND ATLASES
21. USE WORLD ALMANAC AND OTHER YEARBOOKS
22. USE WHO'S WHO AND OTHER BIOGRAPHICAL REF. BOOKS
23. MAKE AN INITIAL RESEARCH BIBLIOGRAPHY
24. (Composite) NARROW AND CLARIFY QUESTIONS
25. WRITE LEGIBLY AND QUICKLY
26. SPELL WHAT HE WANTS TO WRITE
27. WRITE WITH STANDARD USAGE
28. WRITE WITH STANDARD PUNCTUATION
29. UNDERSTAND THE IDEAS HE IS WRITING
30. USE WORDS CORRECTLY AND WITH IMAGINATION
31. WRITE WITH GOOD ORGANIZATION
32. WRITE WITH HONEST UNIQUE FLAVOR

How well can student use basic skills?

How well has student learned basic skills?

(not at all)
12. locate an alphabetically organized listing
11. print or write communicatively
10. print or write legibly
9. spell appx. 65% words 6th graders write
8. blend elements
7. decode common vowel elements
6. decode common syllables
5. decode common digraphs
4. decode regular consonant blends
3a blend "bo" "ro" "mo" etc.
3. decode regular consonants
2. recognize consonants from sounds
1. read basic words

K. PRINT ALL L.C. LETTERS FROM DICTATION
J. PRINT ALL U.C. LETTERS FROM DICTATION
I. PRINT HIS LAST NAME COMMUNICATIVELY
H. MATCH SIMILAR BASIC READING WORDS
G. PRINT HIS FIRST NAME COMMUNICATIVELY
F. DECODE THE 26 LOWER CASE LETTERS
E. DECODE THE 26 UPPER CASE LETTERS
D. MATCH THE LOWER CASE LETTERS
C. MATCH THE UPPER CASE LETTERS
B. PASS AUDITORY DISCRIMINATION TEST
A. PASS TEST FOR CLOSE UP VISUAL ACUITY

By Robert E. Newman, Syracuse University

APPENDIX FOUR

AN ENABLING EDUCATION

These are the introductory pages to An Enabling Education, a handbook being written for publication in 1971, by Robert E. Newman. The handbook is intended to help develop a proposal for a model primary school built on enabling principles, for both children and teachers. The idea behind this plan combines an ETEP-type teacher training program with an enabling schooling for children. In this way, school districts can develop an individualized, enabling, schooling and train teachers who can bring out its potential.

INTRODUCTION: HOW IS THIS HANDBOOK DESIGNED TO HELP DEVELOP A PROPOSAL FOR A MODEL PRIMARY SCHOOL BUILT ON ENABLING PRINCIPLES, FOR BOTH CHILDREN AND TEACHERS?

This book is written for people who are serious about working toward an enabling education for children and for their teachers. In the book, we study the problem of designing such an education. Specifically we address ourselves to the question of how to begin a project to plan and implement a model primary school which will combine an enabling education for children with an enabling teacher education.

An enabling education for children? This is an education where children learn how to learn, how to think through and solve the problems connected with their own education. This kind of an education is characterized by a personal, "tuned-in" one-to-one relationship between each child and at least one teacher--a relationship continuing long enough to follow the child as he grows.

A test of this education is the degree to which a child can explain why what he is doing will result in something that he feels is important; the degree to which he knows increasingly about his own learning style and about the general sequence of learning most children follow in becoming skillful and independent in the school-learned skills and understandings.

Another test of this education is the degree to which one finds unique learning pathways being followed by certain children at certain times in their education.

Still another test is whether the school has a practical and easily handled plan of monitoring or following each child freeing him and his teachers from covering mandatory pre-determined sequences. We are not talking about a monitoring program which continuously checks each child's progress through a predetermined curriculum. We are talking about a monitoring system which samples the child's developing basic skill and understanding of the fundamentals, and which also frees him and his counselor-teacher to pursue unique avenues and sequences in learning. The monitoring program provides the data for self-assessment and for teacher and school accountability of the school for the progress of each child is a no-nonsense business in an enabling education.

One of the chief assumptions in this book is that if we are going to succeed in bringing about an enabling education for children, we must take on the job of educating their teachers in an enabling manner. This book argues that one of the main reasons we don't see examples of a practical enabling education for children is that their teachers have not had such an education themselves. Nowhere in their years of formal schooling have our teachers been put in the position of looking at and perhaps analyzing the goals of their education first, then to be helped to plan the best means to reach these goals. The typical teacher-training program continues the dependent, professor-knows-the-answers role of the teacher trainee, even though typical teacher education is "activity oriented" in that practical experience with children is emphasized.

What is an enabling teacher education program like?

We now have such an example in the prototype Enabling Teacher Education Program (ETEP) recently carried out at Syracuse University. A description of this program appears in Chapter VI. In this enabling teacher education program the candidate first is helped to become a skillful and sensitive independent learner. For example, he is given a course in rapid reading, helped to think, communicate and understand clearly and sensitively by means of exercises in general semantics, sensitivity training and logic. Then throughout the rest of his teacher education program he is helped to reinforce and acquire the skills and understandings of the self-directed learner. He is helped to make up his own mind as to the teacher he would like to be. He observes in the schools. He works with individuals and groups of children. He reads the literature of educational reform and the standard literature of professional education. He discusses and clarifies his developing ideas with others who are going through the same self-directed learning experiences. He establishes a one-to-one relationship with a person who is an effective enabler for prospective teachers--a person who can help the teacher candidate narrow and further clarify his evolving ideas and feelings. He sets forth a tentative plan for his own teacher education. He begins to pursue this plan, working at times with others who have similar concerns. He refines and continues to define his goals until he has reached the point where he can begin to try himself out with children.

Throughout this experience he continues working with the enabling person who has been helping him as he progresses through the program. He continues narrowing and clarifying, but increasingly begins to evaluate himself as he works with children, using as his standards and criteria the goals he developed. "Am I accomplishing what I set out to accomplish with children?" he asks. "What is the evidence?" At the end of this teacher education program he has come to a much clearer understanding of where he wants to go; he has become knowledgeable and skillful at this kind of teaching; and, most important, he has studied the problem of self-direction in learning by trying it for himself.

So this book attempts to present and argue the case for an enabling education for children and their teachers. It then attempts to describe the hallmarks and complexities involved. The book is written to help those who would like to establish such an enabling education for children and their teachers. It suggests the model primary school combined with an enabling teacher education facility as the way to start.

What is a model school?

A model school is a fresh departure in schooling. It is an attempt to establish a significantly different schooling culture in which various tested components are combined, modified and tried out until the schooling will work. Therefore, the schooling is a test as well as an exploration.

This model schooling has to be a practical example of enabling education which can then define itself and can stand or fall on its own merits. It might be located in a typical school building. It might be located in several buildings spread out through the neighborhood. It might be located in public school buildings and be extended to various shops, homes, recreation areas, libraries, and other community facilities. It should be staffed by people who know, feel and can communicate the model school's uniqueness.

Are we ready to do this? Do we have the components available which have been tested or which can pass a strong test of soundness? This book is written to give the reader an overview of the components which are ready now. In addition, it directs him to supporting literature so that he can extend his practical understanding of the enabling principles as well as locate and select those components most likely to fit the model schooling he designs.

In helping the reader deal with these practicalities, this book reviews how people can be trained to work effectively in one-to-one situations. It discusses how not to get trapped in many pitfalls awaiting educational innovators. It discusses how to keep the model school from becoming a citadel for dogmatic orthodoxy; how to avoid a "we-they" polarization which would severely weaken the school's dissemination possibilities; how to build in, early, an emphasis on assessment--both overall evaluation and continual assessment of individual development; how to establish supportive community relations and cooperation; and so forth.

Then too, the book deals specifically with the core problem of selecting a key staff which can carry out the project. It discusses key concerns such as how to avoid the leaderless project--i.e., how to staff with a back-up person ready to take over for each key person hired away from the model school project.

Finally, the book discusses numerous innovations which have a place, conceivably, in an enabling model school. Major attempts at school-wide programmed learning are discussed and analyzed. Specific schemes for evaluating and monitoring each child's growth are described in some detail. The analysis-diagnosis-planning-implementation-monitoring cycle in teaching is explained with specific examples. New staffing and school organization patterns are sketched. The reader is referred to the literature for further study of these and other innovations, such as the British primary ("infant") school movement and modern Montessori schooling. Then the individualized all-year school concept is discussed as it relates to the enabling idea of individualized long-term teacher-pupil relationships and pupil monitoring.

All of this is detailed to help educators write a proposal for a model primary enabling schooling for children and an enabling education for their teachers and prospective teachers. It is compiled to serve as a handbook for definition, clarification, and thorough study of the problems involved before the proposal is written.

Therefore, the handbook serves as a text in studying and exploring the problem of facilitating self-directed education. Through simulation, students and professor can together study the problem and culminate in writing a proposal for a model primary school built on enabling principles--a school for both children and their teachers.

APPENDIX FIVE

A SAMPLE OF PAGE ONE OF THE ROKEACH DOGMATISM SCALE WHICH WAS USED IN THE ETEP SELECTION PROCESS

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your PERSONAL OPINION. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements; disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement you can be sure that many people feel the same as you do. Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1	I agree a little	-1	I disagree a little
+2	I agree on the whole	-2	I disagree on the whole
+3	I agree very much	-3	I disagree very much

_____ 1. The United States and Russia have just about nothing in common.

_____ 2. Fundamentally, the world we live in is a pretty lonesome place.

_____ 3. Once I get wound up in a heated discussion, I just can't stop.

_____ 4. The main thing in life is for a person to want to do something important.

_____ 5. There are a number of people I have come to hate because of the things they stand for.

_____ 6. A man who does not believe in some great cause has not really lived.

_____ 7. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

_____ 8. In times like these, it is often necessary to be more on guard against ideas put out by groups in one's own camp than by those in the opposing camp.

_____ 9. Most of the ideas which get printed nowadays aren't worth the paper they're printed on.

_____ 10. In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted.

Note: There are 40 items on this instrument.

APPENDIX SIX

PROGRAM EVALUATION QUESTIONNAIRE*

June, 1969

Below are a number of statements which relate to the manner in which one participates in an educational program. Would you respond (Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree) in terms of your experience in your own teacher preparation program.

SD	D	U	A	SA	Tot.		
30	52	6	12	2	102	1.	My primary responsibility as a student was (is) to internalize the material designated as important by my instructors.
			40	95	135	2.	I had considerable opportunity to arrange or modify the program of study (e.g. through electives) to meet my needs or competencies.
90	40	3			133	3.	I have the feeling that much of what I did in my program will be of little use in the classroom.
95	36	3			134	4.	I found it difficult to sustain interest in much of the work of the program.
	6	6	44	60	116	5.	I felt that most of the instructors I had were concerned about coming to know me as a unique individual.
110	24			1	135	6.	Considering everything, my teacher preparation program was a pretty unsatisfactory experience.
60	64	3			127	7.	In my course work I very quickly learned that is was important to "psych" out my instructors and tell them what they wanted to hear.
100	32	3			135	8.	My program was essentially lock-step in nature.
2	2	24	52	25	105	9.	Very little of the material of my program could have been eliminated without seriously affecting my adequacy as a teacher.
			20	120	140	10.	My teacher education program, in addition to getting me certified, was a meaningful experience in and of itself.

---

* Scores reported are weighted scores. That is, the numbers in the boxes represent the number of responses to the box (N=29 for each item) multiplied by the weight (1,2,3,4 or 5) of the box. This questionnaire was marked anonymously by the students.

SD	D	U	A	SA	Tot.		
110	24	3			137	11.	I was just another nameless face to most of my instructors.
115	20	3			138	12.	There was little about my program that would lead me to say it was an outstanding one.
			32	105	137	13.	There was much importance attached to developing my own ideas and positions in most of my courses.
5	2		28	80	115	14.	My teacher education program did not seem to assume every one enrolled in it needed the same courses and experiences.
75	56				131	15.	During the course of my program I often found myself asking, "What possible use could this stuff have"?
80	52				132	16.	My participation in my program was really at a very shallow level.
		3	60	65	128	17.	During the program, my relationships with faculty and other students were generally warm and personal.
		21	32	70	123	18.	Generally, my program did quite an adequate job of getting me ready to enter the classroom.
			32	105	137	19.	Consistent with the movement toward self-direction in education, in my program I generally was expected to set my own goals and evaluate my own progress, using the instructor primarily as a resource.
65	48	9		1	123	20.	I wish there had been more flexibility in determining which courses and experiences were included in my program.
2	6	15	48	35	106	21.	There was little irrelevancy in my courses.
2		3	32	90	127	22.	In addition to preparing me to teach, my program also contributed to my development as an individual.
80	44			2	126	23.	Because of the impersonalness of the program, the people in it tended to remain strangers to each other and to the faculty.
		3	32	100	136	24.	If a friend were thinking of entering the program I came through, I would certainly encourage her.

APPENDIX SEVEN

ESSAY EVALUATIONS BY ETEP STUDENTS
JUNE, 1970

At the end of the program, June, 1970, each student was asked, "Suppose a friend who was interested in participating in a repeat of the ETEP asked you to evaluate the program for her. What would you tell her?"

Here are the responses from each student:

Reply number one:

If you are not afraid of changing and growing do it. It is hard work, time consuming, and frustrating, but rewarding. It has made me more aware of other people, both young and old. It has started me asking questions and trying to find answers. It has made me listen to what others are saying. Don't consider it if you aren't willing to get commited.

Reply number two:

I would ask her to question her own ability to take responsibility for her own education, to probe her own attitudes toward what an education should be. I think it's more difficult than one would suppose to throw off the traces of loc-step education. If, however, one can do this successfully, ETEP is really a worthwhile program.

The thing I liked best about the program was that you could analyze and act on your own needs, rather than being at the mercy of arbitrary rules that may or may not have any relevance to your educational requirements.

I'm only sorry there won't be another year for me!

Reply number three:

By all means, investigate the program--if it follows the same directions as the previous program--join it! There are so many choices one can make. You can evaluate yourself as far as the directions in education in which you are interested (with the help of the director in one-to-one conference) and guide yourself accordingly. It's exciting to want to try something and have one say--fine, go ahead--you have my support! It's exciting to set your own goals--follow them through but also so stimulating to see so many other people in the program do the same. I wish we (the group I started with) could have somehow met more often and even learned more from each other's experiences though it appeared we did as often as possible.

Probably the most concrete thing as course work goes is the approach to the teaching of reading. Always I have wanted to see children work at the level where they were and move in their own direction. . . . Well in this program one really learns to diagnose where a child is and works from there. The same way as we as teacher trainees found out where our weaknesses and strengths were and grew from there! There is no dull course work though a few of the meetings were not great. The last year they could have been better planned but we still got so much from each other's involvement it was worth coming. I know I've grown a lot--best though, I feel I want to grow much more. Somehow this program made us feel the real value of continuing education--I think we will be more able to convey this to children.

Reply number four:

First of all don't consider it unless you want to become completely absorbed by it--It is not something to do "on the side." If you are keenly interested in teaching children instead of subject matter and discovering for yourself how you can do this on your own, its for you. You will receive lots of inspiration, lots of help where you ask for it, constant personal attention--and in return give much of your time, all of your energy, and at least 3/4 or all your thoughts. I found it to be probably the most meaningful 2 1/2 years of my life. It had not only a tremendous impact on the way I teach but on my whole philosophy and on that of my family--It has significantly changed me and done a great deal toward changing the members of my family--not just through their contact with me but their contact with my teachers. I would add quickly also that we feel the change is for the better, though there have been many times when it was definitely a strain on family life.

Reply number five:

The program was really a "happening!" It was designed to help me choose the methods, materials, and experience, which would enable me to become the kind of teacher I felt I would like to be. The professor was a warm, supportive-type person who could really help you ask the right questions and then select the best way to arrive at some answers.

If you value giving children some independence and insight into their own education, then you will feel receptive to this kind of program.

My classmates all feel that children are really special and should all be treated as individuals. This goes for the type of education they need, too, to best help them learn.

It wasn't all peaches and cream. There were hard decisions to be made and some really introspective realities to be faced. The type of freedom we experienced made us uncomfortable to accept, at times, but believe me--"It's the only way to fly!"

Reply number six:

That she must be prepared for a total commitment--in time, energy, and direction--that would probably be unlike any previous experience she'd had--and that if she had any ultra-strong feelings about maternal responsibility, housekeeping standards, community involvements, personal indulgence, etc. she had better think twice--guilt feelings are hard to live with. On the other hand, if she were willing to accept the challenge of this commitment she would be stimulated, excited, discouraged, encouraged, amused and bemused--in ways that would change her life and lend to personal growth in many directions . . . and in the long run enhance her role in the above mentioned categories.

Continued self-evaluation and self-direction of one's goals should be the option of every mature adult. And yet, how seldom do women have the opportunity to exercise that option--and how ill prepared are most people to do it! Participating in a program designed to train children to become this kind of adult was a rare opportunity. I'd jump at the chance to go through it again, and recommend it for any friend who could face herself (or himself) and accept the challenge.

Reply number seven:

Instead of a friend asking me about the ETEP I think I will make it a teacher who is teaching at present and who was trained in the traditional manner. She knows what the usual courses offer and is interested in something for her daughter.

First of all I would ask her something about her daughter--is her daughter serious about teaching? If not, this course is not for her. Is her daughter willing to give most of her time to the program and its ramifications?

In other words the only students who can survive this program are those who are willing and able to give it total commitment. If you were not either totally committed when you came into the program you either got out or became so. \

The standard "subject matter" courses you are able to cover on your own. No wasted time here. You build on what you have and go on from there. The program was set up so that you not only achieve your goals but help is given in helping you form your goals.

The program offers a totally different concept in education--in other words--what do you need and want in order to be the best teacher you can be? And this program will enable you to become this person.

One other thing--the director set up the program in such a manner that there is a constant flow of feedback. He also indicates he has complete faith in you and consequently you react in a positive manner. In fact, you grow more than you even anticipated.

I haven't really begun to say what I would like--but I go back to my initial statement--this program becomes total commitment. Can you expect more from a teacher training program?

Reply number eight:

I would tell her it was a most meaningful and relevant program. I would point out the particular advantage of being able to work with children so soon after the inception of the program pretty much on a basis of your own strengths. The year of actual teaching experience in your own classroom seems the most sensible way (and most natural atmosphere) in which to find whether or not you like working with, and can work with children. It's also the best way to evaluate yourself, and have the evaluation of others, on whether or not you can be an effective teacher.

There were a few seminars that I felt had little value, but for the most part, there was always something, and usually a great deal, to be gained from them.

For a "mid-career" person the program made a lot more sense than the usual teacher preparation program. All the actual experience with children, with the personnel of the program, and the resources of the program and the university, always present whenever it was needed, seems a far-superior way of preparing to become a classroom teacher.

Reply number nine:

It was the most worthwhile 2 1/2 years of all the education I've ever had. It is very rare to find an advisor and instructors really listening to what you are saying and seeking. You were guided to find an answer if you didn't know how to look but not just given the answer--you had the opportunity of hearing people outstanding in their field. Other instructors that you met were excited about you as individuals because you had begun to learn how to ask the "right" questions. If something interested you and you could justify its importance to the group then something was done about it--an example being Dr. McKnight or being able to pursue more information about "Predicting Reading Failures." Your needs were the important thing and because you were not all shuttled into a class and made to listen to what someone else wanted to hear--Yet the total background of what an elementary teacher needed to be aware of was prescribed to us. Math, Science, Language Arts, etc. were well presented so that if you still did not feel your background was well informed enough you knew the places to go to get help. It was exciting to hear an instructor say in a Test and Measurement class or a math class that it was a pleasure to have members of our group in their class because the class really took on a new spark. The people in this group were vitally interested in learning all they could because they were interested in making their classrooms a wonderful learning center for children. We were taught by being in a classroom with children and listening to what the children were saying--not just sitting in a classroom somewhere and talking about it. It was great to know during our student teaching there was someone who could hear our cries for help if we felt we were floundering--I think the impact that most of the people from this program will make on the classrooms they will be in will certainly make a change in many school philosophies and that is because of the kind of program that we experienced. Let's have more of this thing--the college students are asking for it.

Reply number ten:

Know whether you want to become a teacher! (i.e. do you like children? can you be patient beyond "human" possibility, etc.) That is, have some idea of a goal for yourself. Then if you can define this generally, ETEP is the way to go about getting certification. This is because the program requires that you take responsibility for your own learning and if you have no goal no matter how general, you cannot accept this program as a way (method) of gaining the knowledge and experience to become a teacher.

Reply number eleven:

The program would be ideal for a mature self-directed person who has some general ideas and goals for herself and children in education. There is a lot of built-in flexibility, opportunities to explore many areas of education, pursue personal interests and needs and, most important the opportunity to child test concepts right in the classroom, or to paraphrase: The classroom is the classroom.

Reply number twelve:

I would tell her that she would have to be prepared not only to determine what her course of action should be in terms of finding out what she needs to know in order to teach, but also to take responsibility for the success or failure of her choice. One has to be prepared to make demands upon oneself for there are little demands made upon you. The program is set up to enable you to teach yourself and one's motivation must be strong enough to take advantage of this opportunity. No one grades you, but you know definitely if you pass or fail. The rewards of the program are not only what you learn about children and teaching, but also what you become as a person having lived through the experience.

Reply number thirteen:

My first reaction would be to ask her if she would be willing to change her style of living and become dedicated to hard work and soul searching. Does she want to add to her role as a housewife and become an individual doing an important job, or is she looking for something to fill in her days? Is she looking for a challenging profession or is she trying to find something to do, now that the children are in school?

I would point out that it would be hard work, time consuming, challenging as well as upsetting at times. However, if she wants to become a professional teacher, a teacher who can make a difference, who is innovative and open for new ideas, this type of program is definitely for her.

Reply number fourteen:

ETEP has much to offer. One of the outstanding elements of the program is the part that you can improve your own weak points. You are guided in finding your particular needs in becoming a better teacher--then encouraged and given the opportunity to fulfill these. Outstanding educators are brought into the classroom to help you. There is a free flow of ideas old and new. The child is an individual--a most important concept--stressed throughout just as each student in the program is treated as an individual--with different needs.

Reply number fifteen:

If you are interested in your development as an individual as well as preparing yourself as a teacher, this is the program for you. If you never intend to be a teacher, even, this program has been a very rewarding experience. It certainly gives you insight into what education can be and makes you want to help youngsters to be self directed so that they will find out at an early age the pleasure learning can be. I believe that very few people, who understand, what this program has to offer, would ever choose to follow the traditional path of teacher education--if they really want to help kids. Join it, by all means!

Reply number sixteen:

To enter a teacher training program like the ETEP is indeed a privilege. I found that the direction and emphasis of this program not only well prepared me to enter a classroom with the teaching skills necessary but, more important, taught me the value and need to know and understand each student that I would be teaching. In the two and a half years of study, I learned to think through problems--what were they? How could I handle them? Then, what was the best path to follow to solve them? At times it was difficult because it wasn't always clear and concise as to what the problem really was. Because of this experience in my own training, I've learned to accept this same kind of approach in dealing with each child that I teach. I guess to sum up quickly what I feel is the most valuable training I got from this program would be my understanding of myself as an individual and that each child I cope with in school is an individual with his own needs and desires. Hopefully, I've learned how to help that child decide what is the best path to pursue for his own learning and interest. In this way, life and schooling will always be a challenge and a satisfaction for him.

Reply number seventeen:

I would advise a person who was interested in participating in this program to very seriously consider whether she (or he) wished to take responsibility for pursuing a self-directed course or manner, of education preparation. If this be the individual's choice (self direction), by all means enter.

If, on the other hand, the person feels that his education must be laid out and followed like a road-map, I would suggest re-considering.

If a person seriously desired to learn what self directed education is all about as an alternative to structured plans, by all means participate.

Reply number eighteen:

For anyone interested in becoming a teacher this program is directed towards development of a person as a teacher who will herself be self-directed; in other words, observe varied kinds of teaching, deciding what kind of teacher she'd like to become (traditional, or one feeling comfortable in more individualized teaching)--to gain opportunities to function in this way--more teachers should be trained this way in order to capitalize on his strengths and be the kind of teacher his personality and ability is best suited for. All have a style they can be best in and teachers should not be taught "cookie cutter" style but developing and evolving as individuals.

Reply number nineteen:

You find out quickly that nobody does your thinking for you. Nobody stands up and tells you any methods or rules to follow. You learn by doing and, although one meets with disasters at first and a person can get pretty discouraged, you learn so much that after a while you really get confident that you can do the job and do it better than most. I found it most difficult to evaluate my own efforts and needed a great deal of guidance in this area. It is extremely stimulating to meet with your group to share ideas and explore new developments together and share ideas. In fact, this was so good that we hope to continue after the program is over.

Another aspect that was exciting was listening to various people, experts in their field, who came to talk with us. (Notice "with") Somehow we never could listen too long without asking a million questions. However, the best thing was having the feeling you were responsible for your education and that you could do a better job of it than anyone else.

Reply number twenty:

I would tell her to apply:

On the negative side I would explain my problems of fitting in a 3/4 time job with time I want for my family--but would mention that this problem would probably not be as great if all of her children were in first grade, above, or in school all day. This is about the only negative I could mention, because the positives have loomed so importantly to me: individualization, importance of me as a student, an important task for me to perform, a challenging one. It is difficult for me to think of another avenue which would have been as rewarding as this program has been for me.

Reply number twenty-one:

It is a marvelous experience that will help you grow as an individual and learn a great deal about yourself. The program will dominate most of your time because there will be so many things for you to learn, you will want to try out everything and you will not be concerned about grades but your own learning experiences; learning for its own sake becomes important and fear of failure is not a concern. The program expects you to learn how to teach, through trial and error primarily. That is, you may not have enough experience in a classroom with a master teacher to show you how to manage the group and teaching techniques, you will find the professor-student relationship a very helpful rewarding one and one of the most satisfying parts of the program. You will find yourself sorry to have the program over and very thankful you had the opportunity to be part of the ETEP.

Reply number twenty-two:

In this program you will be able to set your own goals, and all the help in the world will be given to you to accomplish what you really want. If you disagree at anytime, you will be allowed this freedom of thought. The opportunity to work with children will be invaluable to you. I have always felt that you could get as much out of this program--or as little as you want. Examples will be set for you in a subtle way, and they are excellent if you care to accept them. The work is never difficult--the pressure of marks and tests was never with you so "you could relax and enjoy it."

Reply number twenty-three:

The ETEP is an introspective process--a chance to find out what you really think about children and an opportunity to try out your ideas.

The program is one where you will find yourself continually reevaluating your aims and ideas. There are no established answers. You will participate in the process of teaching children as well as creating the process for yourself. There are sufficient resources available to learn the skills you need if you can determine what it is you need. Often you don't know until you are actually in the teaching situation.

I found that the program had many levels of ups and downs--periods of excitement and confidence as well as self-doubt. The middle year gave perhaps the most opportunity to flounder in direction. The pattern was set the first semester. We had opportunities to think but plans were laid for our seminars. The second year we had much more responsibility for our own learning. The third year the learning continued but our sights were set more on the children and less on ourselves. I found the greatest drawback in the second year to be lack of direct involvement with the children. Perhaps this was due to my own initiative but I never felt comfortable with kids from someone else's class. I couldn't do what I might want to with them. At the same time I felt frustrated in observation. Having a direct responsibility the third year made the greatest difference.

I feel a strong continuing need for seminars both to draw from our common background of experience and to explore new ideas.

The ETEP process does not end--hopefully it is a continuing maturing.

Reply number twenty-four:

Before you decide on this program, think about the time you are able to devote to this program, because you will find that it is not a half-time occupation. Discuss this with your family, because you will find at times that the work you do in the program becomes more important to you than your duties at home. But it will be for you a most enjoyable experience, you will find that you will gain more than you will give.

Reply number twenty-five:

It was an excellent program. Although I entered the program having a warm feeling for others--I'm leaving the program with an even greater feeling toward others.

The ETEP was one that allowed you to think for yourself, but you could seek out the advice of others. Dr. Newman and the other students were willing to share their successes, failures, ideas, and inner thoughts with me.

I can say that I have become more understanding toward children and adults.

Reply number twenty-six:

The program gave me a chance to inquire into areas in the educational field that I felt were of the greatest interest to me. I knew best my greatest weaknesses and/or strengths. My program, could be set up with these in mind, thus a truly individualized program.

I was encouraged to try out my ideas without fear of being judged or graded. The lack of a marking system eliminated the need to study for a grade only. Study could then be truly directed to needs and interest areas.

Reply number twenty-seven:

The program offered everything I could possible want and need to help me to become a good teacher. I feel, however, I may not always have made the wisest decisions about what I needed the most. I would advise my friend to analyze herself and her strengths and weaknesses as objectively as possible, as soon as possible, to be sure she mapped out the best course program for her. When so much is offered it is not difficult to lose sight of the thing you need the most. To be more specific--while I have come a long way and gained much, I find myself, at this point lacking the facility for large group management necessary to accomplish what I would like with kids. I hope to either conquer this weakness or find a position other than classroom teaching in the future. I do wish I had spent more of my efforts in the past realizing and working on this weakness.

Reply number twenty-eight:

I would tell her to first consider herself--namely coming to terms with her own strengths and weaknesses--one must have a knowledge of self and whether one's goals are real or idealistic. The program emphasized self-direction, and this is not everyone's "cup of tea." The program was great and should be repeated if it is financially possible, but not every individual is suited to the self-direction process. There are many frustrations in working out one's own education and accepting the consequences. There are many frustrations in dealing with the realities of the classroom--goals of trying to reach each individual child and having him achieve his own sense of worth. The program certainly brought into focus one's basic goals for education and the reality of achieving them.

The individuals participating in the program were highly motivated and the initial screening process selected extremely intelligent capable people. However, even these individuals had much growing to do.